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ABSTRACT

This teacher's guide to Social Studies was designed for use in the Duval County junior high schools in Jacksonville, Florida. The subjects dealt with are ninth grade American Government and advanced American Government; eighth grade American History and advanced American History; Florida History (for use in seventh, eighth, and ninth grades); seventh grade Geography and advanced Geography; and Man and Society, an interdisciplinary approach to the study of individual behavior, group behavior, and culture (for use in eighth grade). For each subject, a course outline is given, followed by detailed lists of performance objectives, and a key to the recommended instructional materials. (CMG)

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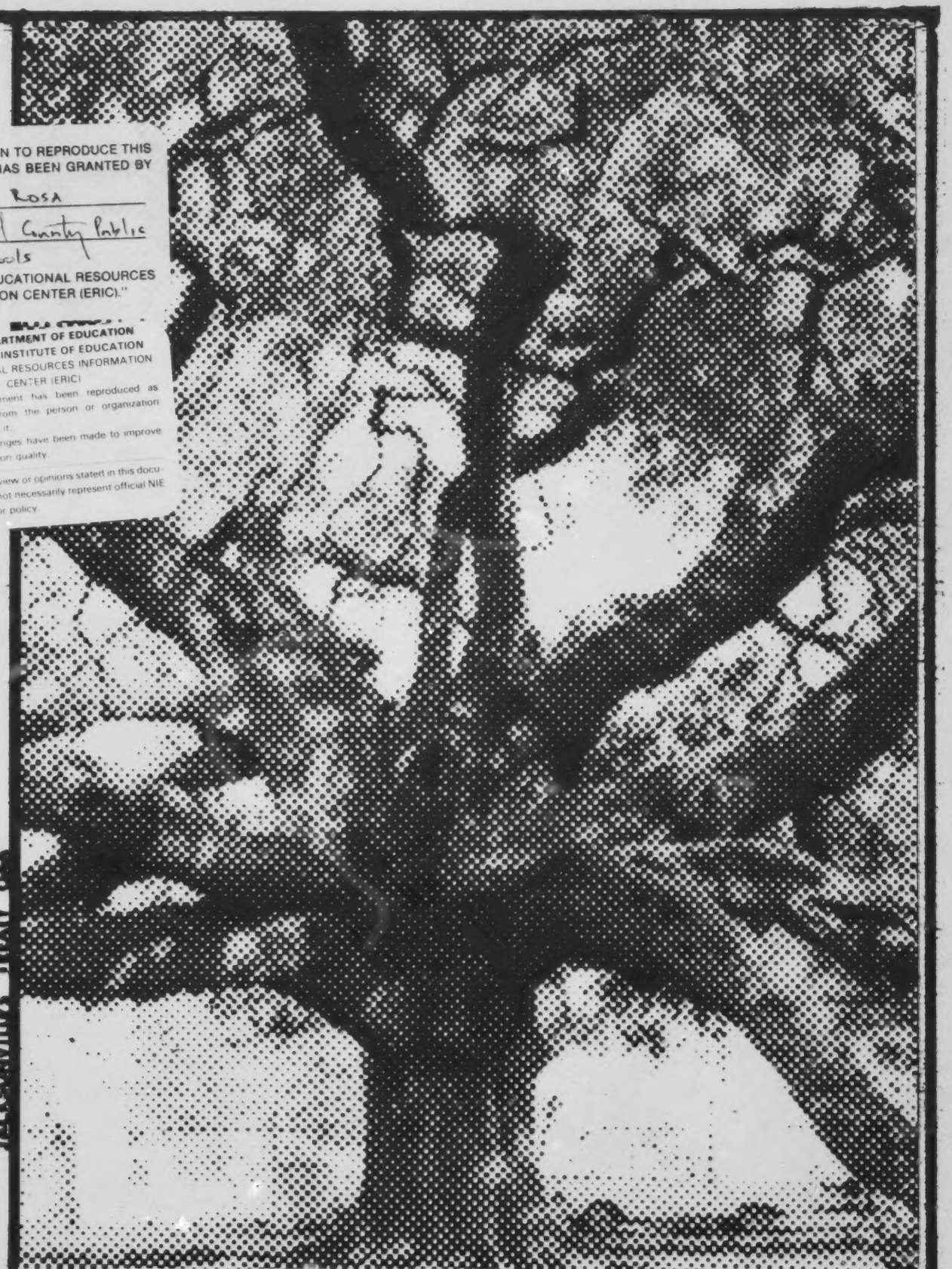

JUNIOR HIGH SCHOOL SOCIAL STUDIES

DUVAL COUNTY PUBLIC SCHOOLS • JACKSONVILLE, FLORIDA • • HERB A SANG, SUPERINTENDENT • • • • •

SD023 122

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TEACHERS GUIDE TO SOCIAL STUDIES

IN THE

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INTRODUCTION
AMERICAN GOVERNMENT 9

State Accreditator Number. . 0413
Course Code Number 2088
F.T.E. Category. 1.00
Instructional Level. . . . . Standard

Report Card Abbreviation . . Am Govt 9
Length of Course . . . . . Year
Credit 1
Grade Level. 9

Prerequisites

None

Textbook(s)

Patrick, John J., and Remy, Richard C., Civics for Americans: (Gainesville, Illinois: Scott, Foresman and Company, 1980).

Notes to Teachers

Students will master the concepts and skills developed for American Government 9, presented in the Performance Objectives and summarized in the course outline. Minimum Level Skills (MLS) objectives are indicated by asterisks (*). Only MLS objectives will be tested on the Minimum Level Skills Test (MLST). A computer printout key for Minimum Level Skills provides the necessary information for interpreting MLST computer printouts.

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PERFORMANCE OBJECTIVES
AMERICAN GOVERNMENT 9

American Government 9 is a required course designed to develop an awareness of citizen responsibility and participation. Emphasis is placed on understanding the American political system at the federal, state, and local levels and the American economic system. Through case studies, students will become knowledgeable of the complexities of decision-making by government officials and citizens. Basic social studies skills are developed throughout the course. Successful completion of this course is based on teacher judgment and the requirement that students pass the Minimum Skills Test.

Performance Objectives

1.0 Political Attitudes

1.1 Students will apply the decision-making process by:

*(1) distinguishing between fact and opinion;

(2) distinguishing between fact and allegation;

(3) identifying that philosophy determines those things which people think are important or good;

(4) explaining steps in problem solving as follows: defining the problem, gathering information, evaluating information, and reaching a conclusion;

(5) using the "decision tree" to aid in problem solving; and

(6) predicting consequences of alternative choices.

1.2 Students will demonstrate comprehension of the determinants of opinion formation by:

(1) defining prejudice, discrimination, and stereotyping;

(2) explaining the role of the family in shaping the opinions and values of individuals;

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* Indicates Minimum Level Skills

(3) describing the effects of education, income level, and occupation on values formation; and

(4) describing the role of mass media in shaping opinions.

1.3 Students will demonstrate comprehension of the purpose and techniques of propaganda by:

*(1) identifying a definition of propaganda; and

(2) defining and identifying examples of seven propaganda techniques.

1.4 Students will demonstrate knowledge of the newspaper by:

*(1) identifying a statement of the importance of the newspaper in a democratic society;

(2) describing the parts of a newspaper; and

(3) using current newspaper items to illustrate specific topics in the course objectives.

2.0 Citizenship/Government

2.1 Students will define civics as the study of the duties, rights, and responsibilities of citizenship.

2.2 Students will demonstrate comprehension of the responsibilities of citizenship by:

*(1) identifying a definition of patriotism;

(2) explaining the role of citizens as decision-makers in our government; and

(3) inferring duties and responsibilities which accompany the rights guaranteed to American citizens.

2.3 Students will demonstrate knowledge of the term 'government' by:

*(1) identifying a definition of government;

*(2) identifying decision-making as the main activity of any government;

(3) identifying three kinds of decisions governments must make;

*(4) identifying a definition of law;

*(5) identifying the purposes of government;

*(6) identifying a definition of democracy; and

(7) identifying a republic as a form of government in which people elect representatives to govern them.

2.4 Students will demonstrate comprehension of the formation of the U. S. Constitution by:

(1) stating the major weaknesses in the Articles of Confederation;

(2) describing the purposes, leaders, and major decisions made by the Constitutional Convention;

*(3) identifying the Great Compromise as the decision which determined the form of the legislative branch of our government;

(4) explaining the opposing arguments of the Federalists and anti-Federalists concerning ratification of the Constitution; and

(5) explaining the significance of the Whiskey Rebellion in establishing the authority of the new national government.

2.5 Students will demonstrate comprehension of the organization and contents of the U. S. Constitution by:

*(1) defining constitution;

(2) identifying the goals of the U. S. Constitution, as set down in the Preamble;

*(3) identifying the specific articles of the U. S. Constitution which established the three branches of the U. S. government. (Article I set up the legislative branch and outlined its powers; Article II set up the executive branch and outlined its powers; Article III set up the judicial branch.);

(4) describing briefly the contents of each of the seven articles of the Constitution;

(5) explaining the concepts of the following terms: federalism, delegated, reserved, and concurrent powers;

(6) defining amendment as a change or addition to the Constitution; and

(7) identifying ways in which the founding fathers provided for growth and change, including amendments, the elastic clause, and judicial review.

2.6 Students will demonstrate knowledge of the basic rights of U. S. citizens by:

*(1) identifying the purpose of the first ten amendments;

*(2) identifying the rights guaranteed in the First Amendment;

(3) explaining the rights involved in the Second through the Tenth Amendments;

*(4) identifying from a brief case description, the violation of a right; and

(5) outlining the expansions of the rights involved in the Eleventh through the Twenty-sixth Amendments.

2.7 Students will demonstrate knowledge of how citizenship is gained and lost by:

(1) defining a citizen as any person born or naturalized in the U. S. and subject to its laws;

(2) describing the two ways of gaining U. S. citizenship by birth;

*(3) defining an alien as any citizen of another country who lives in the United States;

*(4) identifying naturalization as the act of an alien becoming a U. S. citizen; and

*(5) identifying three ways in which U. S. citizenship may be lost.

2.8 Students will identify the basic responsibilities of American citizens.

2.9 Students will explain the effects resulting from the passage of the Twenty-sixth Amendment on the voting records of the 18-24 age group.

3.0 Legislative Branch

*3.1 Students will identify the function of the legislative branch as designated by the Constitution, Article I.

3.2 Students will demonstrate knowledge of the organization of the legislative branch of the U. S. government by:

*(1) identifying the legislative branch as bicameral; that is, consisting of two houses, the U. S. Senate and the House of Representatives;

*(2) identifying the total number of members in each house of Congress, the length of one term in the Senate and in the House of Representatives, and how the number of senators and representatives from each state is determined;

*(3) identifying the presiding officers of each house of the Congress as provided in the U. S. Constitution, Article I;

(4) identifying committees as the primary working organizations in the law-making process of the U. S. Congress;

(5) describing the seniority system as the method by which committee chairmanships are awarded; and

(6) explaining the role of party whips and floor leaders in the law-making process.

3.3 Students will outline the duties and responsibilities of the Congress as provided in the U. S. Constitution, Article I.

*3.4 Students will identify the special powers given to each house of the Congress by the U. S. Constitution.

3.5 Students will outline the procedure by which a bill becomes a law.

3.6 Students will demonstrate knowledge of how government pays for services by:

*(1) identifying the main purpose of taxes;

*(2) identifying income taxes as the main source of government revenue;

(3) identifying the purpose of the social security tax;

(4) identifying other types of federal taxes;

(5) describing the methods by which the government borrows money; and

(6) identifying specific facts from a circle graph of federal revenues for one year.

3.7 Students will identify the major expenditures of the national government.

3.8 Students will describe the purpose of the federal budget.

4.0 Executive Branch

*4.1 Students will identify the primary function of the executive branch of the U. S. government.

*4.2 Students will identify the chief executive in the national government.

4.3 Students will demonstrate knowledge of the presidential election procedure by:

*(1) identifying the qualifications and term of office of the U. S. President;

(2) outlining steps of the nominating procedure;

(3) identifying when presidential elections are held; and

*(4) identifying the role of the Electoral College in presidential elections.

*4.4 Students will identify the Constitutional powers of the President as outlined in Article II.

4.5 Students will describe the various roles required of the U. S. President today.

4.6 Students will describe the advisory roles of the White House Staff, the Cabinet, and the Vice President in presidential decision-making.

4.7 Students will demonstrate comprehension of the organization and function of the executive branch of the federal government by:

*(1) identifying the cabinet departments as the major executive agencies in the federal government;

(2) explaining the special duties of each of the cabinet departments;

(3) identifying duties of the major agencies which are a part of the federal executive branch of government;

(4) identifying the role of the Civil Service in the federal government;

(5) explaining the meaning of the term 'bureaucracy'; and

(6) identifying the Congress, the President, client groups and federal agencies as those who influence the decision-making process in the executive agencies of the federal government.

5.0 The Judicial Branch

5.1 Students will identify the four kinds of laws under which the citizens of the U. S. live.

*5.2 Students will identify a statement expressing the goal of the legal system of the United States.

*5.3 Students will identify interpretation of law as the primary function of the judicial branch.

5.4 Students will describe the five types of cases over which federal courts have jurisdiction.

5.5 Students will identify the three main levels of federal courts as district courts, courts of appeal, and the U. S. Supreme Court.

5.6 Students will differentiate original and appellate jurisdiction.

5.7 Students will demonstrate knowledge of the U. S. Supreme Court by:

*(1) identifying the Supreme Court as the highest court in the U. S.;

*(2) identifying the Supreme Court as comprised of eight associate justices and a chief justice, all of whom are appointed by the President, with the approval of the Senate;

*(3) identifying the term of a federal judge as life (or good behavior), and impeachment as the procedure for removing a federal judge for misuse of office;

(4) identifying three types of trials over which the U. S. Supreme Court has original jurisdiction; and

(5) identifying the steps by which a case is reviewed by the U. S. Supreme Court.

5.8 Students will demonstrate knowledge of judicial review by:

*(1) defining judicial review as the right of the Supreme Court to determine the constitutionality of all laws;

*(2) identifying John Marshall as the Chief Justice who established the Court's power of judicial review in the case of Marbury v. Madison (1801); and

(3) defining precedent as a legal decision made in an earlier case, that serves as a pattern in future cases which are similar.

6.0 Citizen Participation

6.1 Students will demonstrate comprehension of the methods used by special interest groups in influencing government action by:

*(1) selecting a definition of special interest groups;

(2) explaining how special interest groups use their resources to influence voters;

(3) explaining how special interest groups use their resources to influence government decision-makers; and

(4) defining lobbyists as persons hired by special interest groups to influence government decision-makers.

6.2 Students will demonstrate knowledge of political parties in the U.S. by:

*(1) defining the term political party;

*(2) identifying the two major political parties in the U.S. as the Democratic Party and the Republican Party;

(3) identifying the precinct as the smallest local unit in political party structure;

(4) identifying the primary goal of a political party as the winning of elections for the party's candidates;

(5) explaining the role of political parties in the Congress and the executive branch of the U.S. government;

(6) explaining ways in which political parties nominate candidates for public office; and

(7) explaining the "watchdog" role of political parties after election time.

6.3 Students will demonstrate comprehension of citizen participation in our election system by:

(1) identifying voter qualification requirements, including age, residency, and citizenship;

(2) explaining the procedure for voter registration;

(3) explaining the term 'straight ticket' and 'split ticket' as they relate to voting;

(4) explaining the "write-in" vote;

(5) explaining propaganda techniques as they are related to political campaigns; and

(6) explaining the relationship between informed voting and good government.

7.0 State Government/Florida

7.1 Students will demonstrate knowledge of the legislative branch of state government by:

*(1) identifying the basic structure and organization of the Florida legislature as similar to that of the U.S. Congress;

*(2) defining federalism;

(3) identifying four concurrent powers;

*(4) identifying the functions of the three branches of state government;

*(5) identifying matters about which state legislatures enact laws.

(6) listing the steps by which a bill becomes a state law;

(7) identifying the first Monday in April as the day the 60-day legislative session in Florida convenes.

(8) naming the state representative and state senator from the student's district; and

(9) explaining how lawmakers are influenced by the governor, special interest groups, and individual constituents.

7.2 Students will demonstrate knowledge of the state executive branch by:

*(1) identifying the chief executive officer of the state;

(2) identifying similarities in the powers and duties of the chief executives of the nation and the state; and

(3) listing and explaining the roles of the state executive officers (cabinet).

7.3 Students will demonstrate comprehension of the judicial branch and its functions in the state government by:

(1) listing four types of state courts;

*(2) defining criminal law;

(3) explaining the difference between a felony and a misdemeanor;

(4) classifying examples of criminal acts;

(5) outlining and explaining the steps in the process of criminal justice;

*(6) defining indictment as a formal charge made on the recommendation of the grand jury against an individual accused of a crime;

(7) describing the duties of the State Attorney;

(8) explaining the role of the Public Defender;

*(9) defining civil case;

*(10) defining appellate courts;

(11) identifying the State Supreme Court as the highest court in the state judicial system; and

(12) identifying equity suits and civil suits as civil cases.

8.0 Local Government/Jacksonville

*8.1 Students will identify the consolidated government of Jacksonville as a government that was established to eliminate duplication of services by the county and city.

8.2 Students will demonstrate knowledge of the Jacksonville City Council by:

(1) identifying the City Council as consisting of nineteen members, one from each of the fourteen council districts and five elected at-large;

(2) describing the qualifications for City Council membership;

*(3) identifying the legislative duties of the City Council as passing ordinances (city laws), levying taxes, city planning, and developing city codes; and

(4) naming the City Council member from their district.

8.3 Students will demonstrate knowledge of the Duval County School Board by identifying:

(1) the number of members on the school board;

(2) duties and powers of the school board;

(3) the school board member from their district; and

*(4) property tax as the major source of local revenue for operating the school district.

8.4 Students will identify the duties of the local zoning board.

8.5 Students will demonstrate knowledge of the executive office of city government by:

*(1) identifying the chief executive officer of the city;

(2) listing three of the functions of the chief executive;

(3) identifying the current chief executive of Jacksonville; and

(4) listing the executive agencies and explaining their duties.

8.6 Students will demonstrate comprehension of independent city agencies by identifying the duties of the (1) Jacksonville Transportation Authority, (2) Jacksonville Port Authority, and (3) Jacksonville Electric Authority.

8.7 Students will demonstrate comprehension of the judicial branch of city government by:

(1) identifying the purpose of the circuit court;

(2) explaining the differences between county and circuit courts; and

(3) describing the type of trials which make up the caseload of county courts (misdemeanors and civil disputes).

8.8 Students will identify the methods by which city government is financed.

8.9 Students will identify the municipal governments of Baldwin and the beaches communities as independent local governments.

9.0 Economics

*9.1 Students will define economics as the study of goods and services and how people produce and use them.

9.2 Students will demonstrate a knowledge of goods and services by:

*(1) identifying a definition and examples of goods;

(2) identifying a definition and examples of services;

(3) identifying the two types of resources needed to produce goods and services;

*(4) defining scarcity;

*(5) identifying examples of consumer goods and capital goods; and

(6) identifying the three decisions every economic system must make.

9.3 Students will demonstrate knowledge of the types of economic systems by:

(1) defining the term 'economic system';

*(2) defining consumer/producer;

*(3) defining command, market, and mixed market economies;

(4) defining capitalism; and

*(5) identifying the United States economic system as a mixed market economy.

9.4 Students will demonstrate comprehension of the economic cycles in a market system by:

*(1) defining depression as a sharp decline in a nation's business activity, during which time workers lose their jobs, and wages and prices decline;

*(2) identifying the economic phrase 'recession' from a description of economic conditions relating to recessions;

(3) describing the effects of a depression or recession;

(4) explaining inflation; and

(5) explaining the "law of supply and demand".

9.5 Students will demonstrate comprehension of the organization of business by:

*(1) identifying the difference between single proprietorship and partnership;

*(2) defining corporation; and

(3) defining and giving examples of cooperatives.

*9.6 Students will identify the four factors of production.

9.7 Students will demonstrate comprehension of labor unions and their activities by:

*(1) defining labor union;

*(2) identifying major concerns of labor organizations as wages, hours, working conditions, job security, and fringe benefits;

(3) defining collective bargaining;

*(4) identifying the methods used by organized labor to gain their demands;

(5) explaining the effects of "right-to-work" laws on organized labor;

(6) explaining the role of government in ending strikes which threaten national security or well-being; and

(7) explaining how labor organizations seek to influence government.

9.8 Students will demonstrate comprehension of saving and borrowing by:

(1) identifying four ways to save money;

(2) explaining the differences between financial institutions by describing services offered by a commercial bank, a savings and loan, and a credit union; and

(3) identifying three sources of credit.

9.9 Students will demonstrate knowledge of consumer protection by identifying:

(1) specific examples of advertising techniques;

(2) market-place activities which may be illegal or unethical;

(3) the essential elements of a consumer document;

(4) government agencies which protect consumer rights; and

(5) the special private agencies or organizations that protect consumer rights (Better Business Bureau, Public Citizen, Inc.)

10.0 Foreign Policy

10.1 Students will demonstrate comprehension of foreign policy decision-making by:

(1) defining foreign policy as the plans a national government makes about how to act toward other nations or groups;

(2) explaining why foreign policy changes from time to time;

(3) explaining the foreign policy roles which are given to the President by the Constitution;

(4) identifying the agencies which make up the foreign-policy bureaucracy; and

(5) explaining why it is important to maintain a group of specialized advisors to deal with U.S. relations with other nations.

10.2 Students will demonstrate comprehension of major foreign-policy concerns since World War II by:

(1) defining Cold War, NATO, and the Warsaw Pact;

(2) defining alliance;

(3) identifying areas in the world today which are controlled by Communism;

(4) explaining the meaning of the U.S. policy of containment;

(5) identifying five foreign-policy tools the U.S. government has used to carry out the policy of containment; and

(6) describing the limited wars in which the U.S. has been involved since World War II.

10.3 Students will demonstrate comprehension of global interdependence by:

(1) defining global interdependence;

(2) explaining the effects of global interdependence on the way people live; and

(3) explaining how international economic organizations influence world trade.

10.4 Students will demonstrate comprehension of the United Nations by:

(1) identifying the basic purposes of the United Nations; and

(2) explaining the six major parts of the United Nations and their roles in fulfilling the organization's goals.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
1.0	Development of Political Attitudes	2 weeks	MLST	John J. Patrick and Richard C. Remy, Civics for Americans (Glenville, Illinois: Scott Foresman and Company, 1980) pp. 3-37; pp. 274-287.	
				Consumer Protection, A Social Studies Unit in Consumer Education for High School Students. (Jacksonville: Duval County Public Schools, 1978).	Florida Times Union and Jacksonville Journal, "Newspaper in the Classroom Program." (Jacksonville Florida: Florida Publishing Company)
2.0	Citizenship/ Government	4 weeks	MLST	Patrick, p. 74, pp. 38-116, pp. 274-284.	
3.0	Legislative Branch (Federal)	4 weeks	MLST	Patrick pp. 118-163, pp. 74-80	
4.0	Executive Branch	3 weeks	MLST	Patrick, pp. 81-82, pp. 164-207	
5.0	Judicial Branch	4 weeks	MLST	Patrick, pp. 83-84, pp. 208-231	Equal Justice Under Law Video Series: Education Projects with Law-related Curriculum. State of Florida Department of Education, Tallahassee, Florida.

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KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
5.0	Judicial Branch (continued)				With Liberty and Justice For All. Televised Civic/ Law-related Education, Charles N. Quigley. (Western Instructional Television) (Available through Channel 7.)
6.0	Citizenship Participation	2 weeks		Patrick, pp. 233-295	
7.0	State Government	2 weeks		Patrick, pp. 297-333, pp. 337-357	Allen Morris, The Florida Handbook, 1981-1982 (Tallahassee: The Peninsular Publishing Company, 1981) M. Cherif Bassiouni, Michael Lawrence, and Isadore Starr, Justice in America Series: Crimes and Justice, and Youth and the Law (Boston, Houghton Mifflin Company, 1974) Linda Riekes and Sally M. Ackerly, Courts and Trials. (St. Paul, Minn.: West Publishing Company, 1980). Civic Justice: Living Law Series: (Scholastic Magazine, Inc., 1978)

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
8.0	Local Government/ Jacksonville	2 weeks		Patrick, pp. 359-397	Politics Is Your Business League of Women Voters of Jacksonville, Florida, 1979. Know Your Government, Series 8. No. 2 "City Council" (1979) and "City of Jacksonville Financial Summary, 1980-81." Information Services Division, Department of Central Services, City of Jacksonville, Florida.
9.0	Economics	4 weeks	MLST	Patrick, pp. 433-490 Consumer Protection, A unit in Consumer Education (Jacksonville: Duval County Public Schools, 1978).	Project Business: Gershon Antell and Walter Harris, Economics For Everybody New York: AMSCO School Publications, Inc., 1976). Money, Banking and the Federal Reserve System; Instructional Unit Federal Reserve Bank of Atlanta: Jacksonville Branch. (Speaker also available by contacting Jacksonville Branch, ph: 632-4303.)
10.0	Foreign Policy			Patrick, pp. 493-535	

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INTRODUCTION
AMERICAN GOVERNMENT 9, ADVANCED

State Accreditator Number. .	0413
Course Code Number	2089
F.T.E. Category.	1.00
Instructional Level.	Advanced
Report Card Abbreviation . .	Adv Am Govt 9
Length of Course	Year
Credit	1
Grade Level.	9

Prerequisites

Teacher recommendation

Textbook(s)

Hartley, William H., and Vincent, William S., American Civics: (New York: Harcourt Brace Jovanovich, 1979).

Notes to Teachers

Students will master the concepts and skills developed for American Government 9, Advanced, as presented in the Performance Objectives and summarized in the Course Outline. Minimum Level Skills (MLS) Objectives are indicated by asterisks (*). Only MLS objectives will be tested on the Minimum Level Skills Test (MLST). A computer printout key for Minimum Level Skills provides the necessary information for interpreting MLST computer printouts.

AMERICAN GOVERNMENT 9, ADVANCED

- 1.0 Development of Political Attitudes
  - 1.1 Reasoning Skills
    - *1.1.1 Fact/Opinion
    - 1.1.2 Experience/ Conditioning/Habit
    - 1.1.3 Deductive/ Inductive reasoning
    - 1.1.4 Philosophical judgments
    - 1.1.5 Critical thinking
    - 1.1.6 Problem-solving
    - 1.1.7 Decision tree
  - 1.2 Determinants of Opinion
    - *1.2.1 Prejudice/ Discrimination/ Stereotype
    - 1.2.2 Family influence
    - 1.2.3 Education/Income/ Occupation
    - 1.2.4 Religion
    - 1.2.5 Inferring influences
    - 1.2.6 Mass media
    - 1.2.7 Special interest groups
    - 1.2.8 Case study
  - 1.3 Propaganda Techniques
    - 1.3.1 Definition
    - 1.3.2 Name-calling
    - 1.3.4 Glittering generalities
    - 1.3.5 Bandwagon
    - 1.3.6 Plain-folks appeal
    - *1.3.7 Examples
    - 1.3.8 Slanted ideas
  - 1.4 Newspaper
    - *1.4.1 Purpose/Importance
    - 1.4.2 Organization
    - 1.4.3 Content
    - 1.4.4 Editorial page
    - 1.4.5 Resource
- 2.0 American Society
  - 2.1 Immigration/Pluralistic Culture
    - *2.1.1 Definition
    - 2.1.2 Reasons
    - 2.1.3 Problems
    - 2.1.4 Theories
    - *2.1.5 Effects
  - 2.2 American Citizen
    - *2.2.1 Definition Citizenship
    - 2.2.2 Types
    - 2.2.3 Alien
    - *2.2.4 Naturalization
    - *2.2.5 Alien rights
  - 2.3 Civics
  - 2.4 Traditional Values of American Culture
  - 2.5 Government Development
    - 2.5.1 Need for law
    - 2.5.2 Historic contributions
    - 2.5.3 Colonial background
    - 2.5.4 Declaration of Independence
    - 2.5.5 Articles of Confereration
  - 2.6 Constitutional Convention
    - 2.6.1 Great Compromise
    - 2.6.2 Three-fifths Compromise
    - 2.6.3 Commerce/Trade Compromise
    - 2.6.4 Case study
  - 2.7 Types of Government
    - 2.7.1 Oligarchy
    - *2.7.2 Democracy
    - *2.7.3 Dictatorship
    - *2.7.4 Examples

* Indicates Minimum Level Skills

AMERICAN GOVERNMENT 9, ADVANCED

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- 1.1 Reasoning Skills
  - *1.1.1 Fact/Opinion
  - 1.1.2 Experience/ Conditioning/Habit
  - 1.1.3 Deductive/ Inductive reasoning
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2.0 American Society

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  - 2.7.1 Oligarchy
  - *2.7.2 Democracy
  - *2.7.3 Dictatorship
  - *2.7.4 Examples

* Indicates Minimum Level Skills

AMERICAN GOVERNMENT 9 ADVANCED

- 2.8 Ideals in Constitution
  - 2.8.1 Consent of the governed
  - 2.8.2 Republic
  - *2.8.3 Federal system
  - 2.8.4 Limited government
  - *2.8.5 Separation of powers
  - *2.8.6 Checks and balances
  - 2.8.7 Amendment/Custom/Interpretation
- 2.9 Bill of Rights
  - *2.9.1 Purpose
  - *2.9.2 First Amendment
  - 2.9.3 Other rights
  - *2.9.4 Cases/Rights
  - 2.9.5 Case study
- 2.10 Constitutional Amendments
  - 2.10.1 Procedure
  - 2.10.2 Amendments
  - *2.10.3 Provisions for change

3.0 Legislative Branch

- 3.1 Bicameral Congress
- *3.2 Structure
  - 3.2.1 Qualifications
  - 3.2.2 Numbers/Apportionment
  - 3.2.3 Terms
- *3.3 Function
- 3.4 Organization
  - *3.4.1 Presiding officers
  - 3.4.2 Floor leaders
  - *3.4.3 Committee system
  - 3.4.4 Function
  - 3.4.5 Lobbyists
- 3.5 Legislative Process
- 3.6 Powers of Government
  - *3.6.1 Delegated
  - *3.6.2 Implied
  - 3.6.3 Reserved
  - 3.6.4 Concurrent
  - 3.6.5 Prohibited
  - *3.6.6 Special powers

4.0 Executive Branch

- *4.1 President
- 4.2 Vice-President
- *4.3 Qualifications/Term
- 4.4 Powers/Roles
  - 4.4.1 Executive
  - *4.4.2 Military
  - 4.4.3 Foreign policy
  - *4.4.4 Other
  - 4.4.5 Case studies
- 4.5 Cabinet
- 4.6 Executive Office of the President
  - *4.6.1 Bureaucracy/Growth
  - 4.6.2 White House office
  - 4.6.3 Office of Management and Budget
  - 4.6.4 Independent agencies
- *4.7 Presidential Succession
  - 4.7.1 Order
  - 4.7.2 Replacement
- 4.8 Government Service
  - 4.8.1 Protection of the citizens
  - 4.8.2 National budget
  - *4.8.3 National priorities
  - 4.8.4 Rising costs

5.0 Judicial Branch

- *5.1 Types of Laws
  - 5.1.1 Civil
  - 5.1.2 Examples
  - 5.1.3 Criminal
  - 5.1.4 Examples
- 5.2 Right to a Fair Trial
  - 5.2.1 Amendments
  - 5.2.2 Precedents
- *5.3 Federal Judges
  - 5.3.1 Appointment
  - 5.3.2 Term
  - 5.3.3 Supreme Court
- 5.4 Judicial Definitions
  - 5.4.1 Jurisdiction
  - *5.4.2 Original
  - *5.4.3 Appellate

AMERICAN GOVERNMENT 9, ADVANCED

- 5.5 Types of Courts
  - *5.5.1 District
  - 5.5.2 Appeals
  - *5.5.3 Supreme
  - 5.5.4 Case study: appeals
- 5.6 Judicial Review
  - *5.6.1 Definition
  - 5.6.2 Marbury v. Madison
  - 5.6.3 Plessy v. Ferguson/Brown v. the Board of Education of Topeka
  - 5.6.4 Miranda v. Arizona/ Escabedo v. Illinois

6.0 Research

- 6.1 Skills
- 6.2 Government at Work

7.0 State Government/Florida

- 7.1 Legislative Branch
  - *7.1.1 Structure
  - 7.1.2 Reserved powers
  - *7.1.3 Concurrent powers
  - 7.1.4 Session date
  - 7.1.5 Member
- 7.2 Executive Branch
  - *7.2.1 Governor
  - 7.2.2 Powers/Duties
  - 7.2.3 Cabinet
  - 7.2.4 Bureaucracy
- 7.3 Judicial Branch
- 7.4 Criminal Justice System
  - *7.4.1 Criminal case/ Definition
  - 7.4.2 Classification: crimes
  - *7.4.3 State Attorney
  - *7.4.4 Public Defender
  - 7.4.5 Criminal court procedure
  - 7.4.6 Mock trial
- 7.5 Civil Law
  - *7.5.1 Definition
  - 7.5.2 Civil cases

8.0 Local Government/Jacksonville

- *8.1 Consolidated Government
- 8.2 City Council
  - 8.2.1 Size
  - 8.2.2 Qualifications
  - *8.2.3 Legislative duties
  - 8.2.4 Member
- 8.3 School Board
  - 8.3.1 Size
  - 8.3.2 Duties
  - 8.3.3 Member
  - *8.3.4 Revenue
- 8.4 Zoning Board
- 8.5 Mayor
  - *8.5.1 Executive office
  - 8.5.2 Functions
  - 8.5.3 Incumbent
  - 8.5.4 Agencies
- 8.6 Other Elected Officials
  - 8.6.1 Sheriff/Supervisor of elections/ Property appraiser/
  - 8.6.2 Other municipalities
- 8.7 Independent Agencies
  - 8.7.1 Jacksonville Transportation Authority
  - 8.7.2 Jacksonville Port Authority
  - 8.7.3 Jacksonville Electric Authority
  - 8.7.4 Public ownership
- 8.8 Judicial Branch
  - 8.8.1 County court
  - 8.8.2 County court cases
- 8.9 Finances

9.0 Citizen/American Government

- 9.1 Political Parties
  - *9.1.1 Definition
  - 9.1.2 Political spectrum
  - *9.1.3 Two-party system
  - *9.1.4 Third parties
  - 9.1.5 Party organization
  - *9.1.6 Nominating convention

AMERICAN GOVERNMENT 9, ADVANCED

- 9.1.7 Case study
- 9.1.8 Elections
- *9.1.9 Voting
- 9.1.10 Voting requirements

9.2 Electoral College
- 9.2.1 Process
- 9.2.2 Arguments

9.3 Government Finance
- *9.3.1 Purposes of taxes
- 9.3.2 Raising revenue
- 9.3.3 Types of taxes
- 9.3.4 Federal budget
- 9.3.5 National debt
- 9.3.6 Fiscal year
- *9.3.7 Increases/ Decreases
- 9.3.8 Gross National Product

9.4 Institutions that Influence Citizenship

10.0 Economics

10.1 American Economic System
- *10.1.1 Definition
- 10.1.2 Economic principles
- 10.1.3 Supply/Demand
- 10.1.4 Capitalism
- 10.1.5 Free enterprise system
- *10.1.6 Command economy
- *10.1.7 Market economy
- *10.1.8 Mixed (market) economy
- *10.1.9 Mixed (market) economy/ Capitalism

10.2 Economic Cycles
- 10.2.1 Inflation
- 10.2.2 Recession/ Depression
- 10.2.3 Government reaction
- *10.2.4 Economic cycle

10.3 Organization
- *10.3.1 Single proprietorship
- *10.3.2 Partnership
- *10.3.3 Corporate organization
- *10.3.4 Types
- 10.3.5 Co-operative

*10.4 Factors of Production

10.5 Consumer Protection
- 10.5.1 Advertising
- 10.5.2 Market place activities
- 10.5.3 Documents
- 10.5.4 Legislation
- 10.5.5 Organization
- 10.5.6 Case studies

10.6 Monetary System
- 10.6.1 Definition
- 10.6.2 Monetary system
- 10.6.3 Checks/Credit cards
- 10.6.4 Banking/Savings
- 10.6.5 Federal Reserve System
- 10.6.6 Expansion/Capital investments

11.0 Foreign Policy

11.1 Officials

11.2 Cold War
- 11.2.1 Definition
- 11.2.2 Communism
- 11.2.3 Containment
- 11.2.4 Limited conflict
- 11.2.5 Detente

11.3 Global Interdependence
- 11.3.1 Definition
- 11.3.2 Effects
- 11.3.3 United Nations
- 11.3.4 Current issues
- 11.3.5 International economic organizations

PERFORMANCE OBJECTIVES
AMERICAN GOVERNMENT 9, ADVANCED

American Government 9, Advanced is designed to provide students with the basic information concerning their government and the opportunity to develop skills that will enable them to become effective citizens. Emphasis is placed not only on our political system but also on our economic system and our global interdependence. Case studies are used to provide participatory experiences in American democracy. Students will master the concepts and skills developed for American Government 9, Advanced as presented in the Performance Objectives and summarized in the Course Content. Minimum Level Skills (MLS) objectives are indicated by asterisks (*). Only MLS objectives will be tested on the Minimum Level Skills Test (MLST).

Performance Objectives

1.0 Development of Political Attitudes

1.1 Students will demonstrate comprehension of basic reasoning skills by:

*(1) distinguishing between fact and opinion from a list of examples of both kinds of statements;

(2) defining experience, conditioning, and habit and giving examples of how each affects thinking skills;

(3) explaining deductive and inductive reasoning;

(4) defining and giving examples of philosophical judgments;

(5) summarizing the importance of critical thinking;

(6) identifying steps involved in solving a problem, including defining the problem, gathering information, evaluating information, and reaching a conclusion; and

(7) describing how problem solving can be aided by use of the "decision tree".

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* Indicates Minimum Level Skills

1.2 Students will demonstrate knowledge of determinants of opinion by:

*(1) defining prejudice, discrimination, stereotype, and identifying examples of each;

(2) explaining why the family would have the most powerful influence on the individual;

(3) summarizing the effects education, income, and occupation have on values;

(4) explaining how the church influences a person;

(5) inferring influences in a case study of a personal decision-making situation;

(6) identifying the role of mass media on opinion-formation;

(7) describing the role of interest groups on opinion-formation; and

(8) analyzing the value judgments involved in a case of current controversy being reported in newspapers or news magazines.

1.3 Students will demonstrate knowledge of propaganda techniques by:

(1) identifying propaganda as ideas even if false, that are widely spread to influence the way people act or feel;

(2) defining name-calling;

(3) defining endorsement;

(4) defining glittering generalities;

(5) defining bandwagon technique;

(6) defining plain-folks appeal;

*(7) identifying propaganda techniques from examples which may include name-calling, endorsement, glittering generalities, bandwagon technique, and plain-folks appeal; and

(8) defining and giving examples of slanting ideas/ card-stacking.

1.4 Students will assess the importance of the newspaper by:

*(1) identifying the value inferred in a quotation and relating it to the importance of newspapers (free press) in a democratic society.

(2) analyzing the component parts of the newspaper;

(3) interpreting the influence individual writers have on content;

(4) describing the importance of the editorial page; and

(5) using current newspaper items to illustrate specific topics discussed in course objectives.

2.0 American Society

2.1 Students will justify the use of the term 'pluralistic culture' as descriptive of the United States by:

*(1) defining immigrants as people who come to a nation to settle as permanent residents;

(2) explaining the reasons for immigration to the United States:

(3) summarizing the effects prejudice, discrimination, assimilation, minority grouping, stereotyping, and poverty have on immigrants;

(4) contrasting the "melting pot" and "salad bowl" theories of immigration; and

*(5) identifying the effects immigration has had on the American culture.

2.2 Students will demonstrate comprehension of citizenship by:

*(1) selecting a definition of citizenship;

(2) explaining the meaning of citizenship by birth and citizenship by blood;

(3) defining alien as a person who lives in a nation but is not a citizen of that nation;

*(4) defining naturalization; and

*(5) differentiating rights of citizens and liberties enjoyed by aliens living in the U.S.

2.3 Students will define civics as the study of government and good citizenship in your family, school, community, state, and nation.

2.4 Students will identify and explain the meaning of individualism, freedom, equality, hard work, competition, and practical ways as traditional values of American culture.

2.5 Students will explain the development of government by:

(1) summarizing the needs for law;

(2) giving examples of Greek, Roman, and English contributions to government;

(3) describing the colonial background including Mayflower Compact, town meeting, and House of Burgesses;

(4) listing the major principles found in the Declaration of Independence; and

(5) analyzing the weaknesses of the Articles of Confederation and the problems produced by those weaknesses.

2.6 Students will explain the accomplishments of the Constitutional Convention by:

(1) identifying how compromise resulted in the creation of legislative branch of our government;

(2) explaining the Three-fifths Compromise;

(3) explaining the Commerce and Trade Compromise; and

(4) summarizing the role of compromise in the formation of our government.

2.7 Students will demonstrate knowledge of the types of government in the world by:

(1) defining oligarchy;

*(2) defining democracy; and

*(3) defining dictatorship;

*(4) identifying, from a paragraph describing a government, which type of government is described.

2.8 Students will demonstrate knowledge of the ideals and principles included in the Constitution by:

(1) defining consent of the governed;

(2) defining republic;

*(3) identifying a federal system from a brief description of how powers of government are divided;

(4) defining and giving an example of limited government;

*(5) defining and identifying an example of separation of power;

*(6) inferring from a list of specific powers by which each branch of the federal government may limit or check the power of the other branches, which branch is being checked by each power; and

(7) identifying from a descriptive sentence of a change or growth of power in the U.S. government, the method by which this change took place.

2.9 Students will demonstrate knowledge of the freedoms that are guaranteed in the Bill of Rights by:

*(1) identifying the threat to individual rights of citizens which caused the founding fathers to insist on adoption of a Bill of Rights;

*(2) identifying the rights guaranteed in the First Amendment;

(3) identifying the rights guaranteed in the Second through the Tenth Amendments;

*(4) identifying from a list of rights guaranteed in the Bill of Rights which right is related to a given case; and

(5) identifying the constitutional freedoms which led to Edwards v. South Carolina.

2.10 Students will demonstrate knowledge of Constitutional amendments and provisions for growth and change by:

(1) outlining the procedures for adding amendments to the Constitution;

(2) classifying the rights guaranteed in the Eleventh through the Twenty-sixth Amendments; and

*(3) identifying a provision for growth or change in our government (amendment, tradition, or custom, judicial review, and elastic clause) from a paragraph describing the use of one of the provisions.

3.0 Legislative Branch

3.1 Students will define bicameral legislature.

*3.2 Students will demonstrate knowledge of the legislative branch and its members by identifying:

(1) the qualifications for membership in each house;

(2) the total number of members of each house and the method of determining how that number is apportioned to the states; and

(3) the length of terms for the members of each house;

*3.3 Students will identify the primary function of the legislative branch.

3.4 Students will demonstrate comprehension of the organization of Congress by:

*(1) identifying the presiding officers in the House and Senate;

(2) explaining the role of the floor leaders;

*(3) identifying the function of the committee system;

(4) explaining the organization of the committee system; and

(5) analyzing the effects lobbists have on Congressmen.

3.5 Students will create a bill and trace the process by which it would become a law.

3.6 Students will demonstrate knowledge of the powers of government by completing the following:

*(1) defining and identifying examples of delegated powers;

*(2) defining and identifying examples of implied powers;

(3) defining and identifying examples of reserved powers;

(4) defining and identifying examples of concurrent powers;

(5) defining and identifying examples of prohibited powers; and

*(6) identifying the special powers of each house of Congress.

4.0 Executive Branch

*4.1 Students will identify the chief executive of the federal government.

4.2 Students will identify the primary executive role of the Vice-President.

*4.3 Students will identify qualifications and term of office of the U.S. President and Vice President.

4.4 Students will investigate the powers and roles of the President by completing the following:

(1) explaining executive powers and listing two examples;

*(2) identifying the powers of the President as commander-in-chief;

(3) describing the role of the President in developing and conducting foreign policy;

*(4) giving examples of the use of two other Presidential powers; and

(5) analyzing the position taken by President Kennedy in the case studies "Steel Industry and the United Steelworkers of America" (1962), and the Cuban Missille Crisis (1962).

4.5 Students will list the departments of the Cabinet and summarize the duties of each.

4.6 Students will appraise the size and complexity of the Executive office of the President by:

*(1) defining bureaucracy and identifying reasons for its growth in the last 50 years;

(2) summarizing the activities of the White House office;

(3) identifying the office of Management and Budget as directing the preparation of the federal budget; and

(4) justifying the activities of four independent agencies in relation to cost of operation.

*4.7 Students will identify provisions for replacement of the President and Vice President by:

(1) identifying the first four offices in presidential succession; and

(2) identifying the method of replacing the Vice President as stated in the Twenty-fifth Amendment.

4.8 Students will evaluate national government services in relation to costs by completing the following:

(1) giving examples of the protective services provided by the defense and regulatory agencies;

(2) graphing major areas of budget expenditures for one fiscal year;

*(3) identifying national priorities from graphic date on the federal budget; and

(4) inferring reasons for rising costs of government from a graph of the costs of government for the years 1960-1980.

5.0 Judicial Branch

*5.1 Students will demonstrate knowledge of types of laws by:

(1) defining civil law as relating to disputes between people;

(2) identifying divorce, bankruptcy, and disputing wills as examples of civil law cases;

(3) defining criminal law as law which defines offenses against the public; and

(4) identifying murder, arson, and robbery as examples of criminal law cases.

5.2 Students will outline and explain the guarantees citizens have to a fair trial by:

(1) identifying Constitutional guarantees in the Fourth through the Eighth Amendments; and

(2) explaining legal precedents: Miranda v. Arizona, Escabedo v. Illinois, and Gideon v. Wainwright.

*5.3 Students will demonstrate knowledge of federal judges by identifying:

(1) method of appointment;

(2) term of office, and

(3) number of Supreme Court justices.

5.4 Students will demonstrate knowledge of the judicial system by defining:

(1) jurisdiction as the authority to judge or administer law within certain limits;

*(2) original jurisdiction as the authority of some courts to hold trials first in certain kinds of cases; and

*(3) appellate jurisdiction as the authority given to some courts to review cases that already have been tried in a lower court.

5.5 Students will explain the federal court system by:

*(1) identifying District Courts as trial courts with original jurisdiction;

(2) explaining the function of the Court of Appeals;

*(3) identifying the function of the Supreme Court, and

(4) justifying the value of the right to appeal a decision to a higher court in Brenden v. Independent School District.

5.6 Students will explain judicial review by:

*(1) defining judicial review;

(2) summarizing the principles set forth in the Marbury v. Madison decision;

(3) comparing and contrasting the Supreme Court decisions Plessy v. Ferguson and Brown v. the Board of Education of Topeka; and

(4) comparing and contrasting the Supreme Court decisions Miranda v. Arizona and Escabedo v. Illinois.

6.0 Research

6.1 Students will summarize basic research skills.

6.2 Students will research and write a comparative paper using one of the following, or some similar topic: (1) comparing the manner in which the Cabinet has been used as advisors in three different presidential administrations; or (2) comparing the relationship of the President to the Congress in two different presidential administrations; (3) comparing the role of the Vice-President in at least three presidential administrations; (4) comparing the use of mass media by Presidents since F. D. Roosevelt; (5) comparing the role of the Secretary of State in presidential foreign policy-making in two presidential administrations since F. D. Roosevelt; or (6) comparing the use of the veto power by Roosevelt, Eisenhower, and Johnson.

7.0 State Government/Florida

7.1 Students will demonstrate knowledge of the legislative branch of state government by:

*(1) identifying the basic structure and organization of the state legislature as similar to the Congress of the United States;

(2) listing four reserved powers;

*(3) defining and identifying examples of concurrent powers;

(4) identifying the first Monday in April as the day on which the 60-day legislative session of Florida convenes; and

(5) identifying the State Senator and Representative from their district.

7.2 Students will demonstrate comprehension of the executive branch of state government by:

*(1) identifying the chief executive officer of the state as the governor;

(2) comparing the powers and duties of the governor with the powers and duties of the President of the United States;

(3) listing and explaining the role of state executive officials (cabinet); and

(4) comparing the state bureaucracy to federal bureaucracy.

7.3 Students will demonstrate knowledge of the judicial branch of state government by listing three types of state courts and identifying the types of cases that come before each court.

7.4 Students will outline the criminal justice system by completing the following:

*(1) defining criminal cases;

(2) classifying examples of crimes: felonies/misdemeanors;

*(3) describing the primary duties of the State Attorney;

*(4) describing the primary duty of the Public Defender;

(5) diagramming the procedure by which a case goes through criminal courts; and

(6) conducting a mock criminal trial.

7.5 Students will demonstrate knowledge of civil cases by:

*(1) defining civil cases as court cases involving disputes between individuals or groups over property, money, or damages of some kind; and

(2) identifying equity suits and law suits as civil cases.

8.0 Local Government/Jacksonville

*8.1 Students will identify the consolidated government of Jacksonville as a government that was to establish to eliminate duplication of services on both the county and city level.

8.2 Students will demonstrate knowledge of the City Coucil by completing the following:

(1) identify the City Council as consisting of 19 members, one from each of the 14 council districts and five elected at-large;

(2) identifying the qualifications for City Council membership;

*(3) identifying the legislative duties of City Council as passing ordinances (city laws), levying taxes, city planning, and developing city codes; and

(4) identifying their City Council member.

8.3 Students will demonstrate knowledge of the Duval County School Board by identfying:

(1) the size of the school board;

(2) the duties of the school board;

(3) their school board member; and

*(4) property tax as the major source of local money for running schools.

8.4 Students will point out the influence the Zoning Board would have on them if they were building additions to their homes.

8.5 Students will demonstrate knowledge of the executive office of city government by:

*(1) identifying the mayor as the chief executive officer of the city;

(2) listing three of the functions of the mayor;

(3) identifying the Mayor of Jacksonville, and

(4) listing the executive agencies and explaining what they do.

8.6 Students will demonstrate knowledge of duties of other elected officials by completing the following:

*(1) identifying the duties and responsibilities of the following elected officials of the consolidated government of Jacksonville: sheriff, property appraiser, supervisor of elections, tax collector; and

(2) researching the variations in the governments of Baldwin and the beaches communities.

8.7 Students will demonstrate comprehension of independent city agencies by explaining the duties of the following:

(1) Jacksonville Transportation Authority;

(2) Jacksonville Port Authority;

(3) Jacksonville Electric Authority; and

(4) explaining the advantages of public ownership of the Jacksonville Transportation Authority and the Jacksonville Electric Authority.

8.8 Students will demonstrate knowledge of the judicial branch of city government by:

(1) identifying the purpose of county courts; and

(2) describing the types of trials which make up the caseload of county courts: misdemeanors and civil disputes.

8.9 Students will identify the methods by which city governments are financed and the services for which local funds are spent.

9.0 <u>Citizen and American Government</u>

9.1 Students will demonstrate comprehension of political parties and political activities in the United States by:

*(1) defining a political party as a group of voters, with similar ideas who organize to elect members to public office;

(2) explaining the terms of a political spectrum;

*(3) identifying the major advantage of the two-party system;

*(4) identifying the role of third parties in the political system of the United States;

(5) describing the organization of political parties at the local, state, and national levels;

*(6) identifying the role of a national nominating convention in the election process;

(7) explaining the reasons President Kennedy chose Vice-President Johnson as his running mate in 1960;

(8) explaining the differences in primary elections and general elections;

*(9) identifying voting as the major political right and responsibility of citizens; and

(10) listing the present requirements for voting.

9.2 Students will demonstrate comprehension of the Electoral College by:

*(1) identifying the Electoral College system as the process by which the President and Vice-President are elected; and

(2) summarizing the arguments for and against abolition of the Electoral College.

9.3 Students will evaluate the complexities of federal government finance by:

*(1) identifying the two purposes of taxes as raising money to pay government expenses and regulation or control of some economic activity.

(2) listing other methods by which governments can raise money;

(3) listing and explaining five types of taxes;

(4) explaining the income and expenditures in the federal budget;

(5) explaining why our national debt is so large;

(6) graphing the national revenue and expenditures for one one fiscal year; and

*(7) inferring reasons for increases or decreases in revenue and reasons for increases in costs of government from a table showing the sources of income and the major services of state and local governments; and

(8) explaining the factors involved in figuring the Gross National Product.

9.4 Students will demonstrate knowledge of institutions that influence citizenship by explaining ways in which the family, school, and community are influencing factors.

10.0 Economics

10.1 Students will demonstrate comprehension of the American Economic system by:

*(1) defining economics as the study of the way people produce and use goods and services;

(2) identifying the five principals of economic freedom upon which our economic system is based;

(3) explaining what is meant by the 'law of supply and demand';

(4) defining capitalism as an economic system based on freedom and private ownership of the means of production;

(5) defining the free enterprise system as the American economic system based on the fight to own and operate enterprises for the purposes of earning a profit;

*(6) identifying a command economy as one in which the government controls the nation's economy;

*(7) identifying a market economy as one in which consumers and producers make all economic decisions;

*(8) identifying a mixed (market) economy as a system in which both business and government make decisions that affect the economic situation of the country; and

*(9) identifying the United States as a mixed (market) economy based on capitalism.

10.2 Students will demonstrate comprehension of economic cycles by:

(1) explaining inflation in relation to cost of production;

(2) identifying the major characteristics of recession and depression as slowdowns in business activity (buying, selling, and production) and rising unemployment rates;

(3) summarizing government reaction to economic cycles; and

*(4) identifying a phase of the economic cycle from a paragraph describing economic conditions.

10.3 Students will demonstrate knowledge of the organization of business by:

*(1) identifying 'single proprietorship' as a business owned by one person;

*(2) defining 'partnership' as a business owned by two or more people;

*(3) defining the structure of 'corporate organization' including ownership and management;

*(4) inferring the type of ownership of a business from a description of how business decisions are made in a given example; and

(5) defining and giving an example of 'cooperative.'

*10.4 Students will identify land, labor, capital, and management as the factors of production.

10.5 Students will demonstrate knowledge of consumer protection by:

(1) identifying specific examples of advertising techniques;

(2) identifying market place activities which may be illegal or unethical;

(3) identifying the essential elements of a consumer document, such as a contract, guarantee, or warranty;

(4) identifying whether legislation exists for some common consumer problems;

(5) identifying the specific agency or organization that deals with particular consumer problems; and

(6) identifying consumer protection practices from examples described in case studies.

10.6 Students will explain the United States monetary system by:

(1) defining money or currency as a medium of exchange;

(2) explaining the value system on which the American monetary system is based;

(3) explaining the differences between checkbook money and credit cards;

(4) explaining the functions and differences in banks, savings and loan associations and credit associations;

(5) summarizing the main purposes of the Federal Reserve system; and

(6) explaining the relationship between individual savings and expansion of production.

11.0 Foreign Policy

11.1 Students will identify the roles in foreign relations of the State Department, Department of Defense, Central Intelligence Agency, and National Security Council.

11.2 Students will explain the Cold War by:

(1) defining Cold War, identifying NATO and the Warsaw Pact;

(2) summarizing communism as it relates to the Soviet government;

(3) describing 'containment' and the tools used to carry out the policy of containment;

(4) explaining the purposes of limited conflict; and

(5) explaining the use of detente in Soviet-American relations.

11.3 Students will explain global interdependence by:

(1) defining and giving examples of global interdependence;

(2) analyzing the term 'our shrinking world';

(3) summarizing the purposes, organization, and importance of the United Nations;

(4) identifying problems which are currently being discussed by the United Nations; and

(5) identifying international economic organizations which influence world trade today, including common market, OPEC, etc.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
1.0	Development of Political Attitudes	3 weeks	MLST	William H. Hartley and William S. Vincent, American Civics (New York: Harcourt Brace Jovanovich, 1979), pp. 111, 136, 201, 244-49, 287. Civics Skills Reference, p. XIII	Florida Times Union and Jacksonville Journal: "Newspaper in the Classroom" Program. (Jacksonville, Florida; Florida Publishing Company). Field Trip to Times-Union (contact Caroline Charbonnet at T.-U. for appointment). John J. Patrick and Richard C. Remy, Civics for Americans, (Glen, Illinois: Scott Foresman and Co., 1980), pp. 3-37; pp. 274-87.
2.0	American Society	3 weeks		Hartley, pp. 3-19, 23-41, 129-34.	Allan O. Kownslar/Donald B. Frizzle; Discovering American History (New York: Holt, Rinehart and Winston, Inc., 1974). pp. 170-82, pp. 219-38.
3.0	Legislative Branch	3 weeks	MLST	Hartley, pp. 47-69	Newspapers, news magazines. Patrick, pp. 117-39.

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KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
4.0	Executive Branch	2 weeks	MLST	Hartley, pp. 73-89, 113-29.	Newspapers, news magazines. Patrick, pp. 164-83, pp. 186-205.
5.0	Judicial Branch	2 weeks	MLST	Hartley, pp. 93-109.	Patrick, pp. 233-95. Equal Justice Under Law, Video Series; Education Projects Law-Related Curriculum, State of Florida Department of Education, Tallahassee, Florida, 1980. (Available-February, 1982, Channel 7) With Liberty and Justice For All: Televised Civics/Law Related Education Project. (Now available at Channel 7)
6.0	Research	2 weeks			School Library: Readers' Guide to Periodic Literature; news magazines, newpapers.

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KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
7.0	State	3 weeks	MLST	Hartley, pp. 139-55.	Allen Morris, The Florida Handbook 1979-1980 (Tallahassee: The Peninsular Publishing Company, 1979). Allen Morris, The Florida House of Representatives (Tallahassee: Legislative Management Committee, 1979). Patrick, pp. 299-354. The Florida Senate 1978-1980 (Tallahassee: Legislative Management Committee, 1978). Field Trip to Court House (Jacksonville Bar Auxiliary) Politics Is Your Business (Jacksonville: League of Women Voters). Channel 7 - "Today In The Legislature" Broadcasts.
8.0	Local Government/ Jacksonville	2 weeks	MLST	Hartley, pp. 158-76.	Patrick, pp. 361-413.

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KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
					Politics Is Your Business (Jacksonville: League of Women Voters, 1980). Know Your Government: Series 8, No. 2 "City Council" (1979); "City of Jacksonville Financial Summary, 1980-81." From Information Services Division City of Jacksonville, Florida.
9.0	Citizen/ American Government	3 weeks	MLST	Hartley, pp. 181-99, 203-18, 223-31, 235-49, 253-66.	Current news articles.
10.0	Economics	6 weeks	MLST	Hartley, pp. 271-84, 303-04, 309-24, 351-55. Consumer Protection Unit; Consumer Education Project, Duval County Public Schools, 1978.	Gershon Antel and Walter Harris, Economics for Everybody, (New York: AMSCO School Publications, Inc., 1976). Patrick, pp. 433-90. Project Business: A Division of Junior Achievement, Inc. 6025 Chester Avenue, Jacksonville, Florida, 32217 (737-6541)

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
					Money, Banking and the Federal Reserve System; Instructional Unit; from Federal Reserve Bank of Atlanta, Jacksonville Branch. (Speaker also available; contact Jacksonville Branch 632-4303).
11.0	Foreign Policy	3 weeks		Hartley, pp. 38-89, 393-98, 403-21.	Patrick, pp. 493-535. Newpaper, magazines, atlas.

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INTRODUCTION
AMERICAN HISTORY 8

State Accreditator Number. . 0412
Course Code Number 2084
F.T.E. Category. 1.00
Instructional Level. . . . . Standard

Report Card Abbreviation . . Am Hy 8
Length of Course . . . . . Year
Credit 1
Grade Level. 8

Prerequisites

None

Textbook(s)

Beck, Ira, et al, Scholastic American Adventures (New York, New York: Scholastic Book Services, 1979).

Notes to Teachers

Students will master the concepts and skills developed for American History 8, presented in the Performance Objectives and summarized in the course outline. Minimum Level Skills (MLS) objectives are indicated by asterisks (*). Only MLS objectives will be tested on the Minimum Level Skills Test (MLST). A computer printout key for Minimum Level Skills provides the necessary information for interpreting MLST computer printouts.

AMERICAN HISTORY 8

1.0 Skills

- 1.1 Gathering Information
  - *1.1.1 Tables
  - 1.1.2 Graphs
  - *1.1.3 Charts
  - *1.1.4 Timelines
  - *1.1.5 Historical maps
  - 1.1.6 Historical dramas
- 1.2 Sequence of Events
- 1.3 Research Skills
  - 1.3.1 Card catalog
  - 1.3.2 Taking notes
  - 1.3.3 Outlining
- 1.4 Biography
  - 1.4.1 Definition
  - 1.4.2 Write

2.0 First Americans

- 2.1 Culture
- *2.2 Nomads of Northeast Asia
- *2.3 Cultural Contributions
  - 2.3.1 Maya
  - 2.3.2 Pueblo
  - 2.3.3 Inca

3.0 European Exploration

- 3.1 S[illegible]city
- 3.2 Geographic Influences
  - 3.2.1 Early maps
  - 3.2.2 Latitude
  - *3.2.3 Continents
  - *3.2.4 Columbus
- 3.3 Economic Influences
  - *3.3.1 Crusades
  - 3.3.2 Trade rivalries
- 3.4 Technology
  - *3.4.1 Inventions
  - 3.4.2 Ships
- 3.5 Myths/Legends
  - 3.5.1 Marco Polo
  - 3.5.2 Sea of Darkness
  - 3.5.3 Seven Cities of Gold
- 3.6 Characteristics
- *3.7 Adventurers' Studies
  - 3.7.1 John Cabot
  - 3.7.2 Magellan
  - 3.7.3 Samuel de Champlain
  - 3.7.4 Pedro Menendez

4.0 Colonial Settlement

- 4.1 Adaptability
- *4.2 Reasons for Settlement
- *4.3 Colony
  - 4.3.1 Location
  - 4.3.2 Economic activities
  - 4.3.3 Daily activities
- *4.4 Leadership Studies
  - 4.4.1 John Smith
  - 4.4.2 Roger Williams
  - 4.4.3 William Penn
  - 4.4.4 James Oglethorpe
- 4.5 Planning

5.0 American Revolution

- 5.1 Change
- 5.2 Steps to Revolution
  - 5.2.1 Proclamation of 1763
  - *5.2.2 British Acts
  - 5.2.3 Boston Massacre
  - 5.2.4 Boston Tea Party
  - *5.2.5 Intolerable Acts
  - *5.2.6 Sons of Liberty
  - *5.2.7 Second Continental Congress
  - *5.2.8 Declaration of Independence
- 5.3 Sequence of Revolution

* Indicates Minumum Level Skills

AMERICAN HISTORY 8

- 5.4 People/Ideas
  - 5.4.1 Patrick Henry
  - *5.4.2 Samuel Adams
  - *5.4.3 Thomas Paine
  - *5.4.4 Thomas Jefferson
  - 5.4.5 Ben Franklin
  - 5.4.6 Abigail Adams
  - *5.4.7 Loyalists/Patriots
- *5.5 Results

6.0 Pioneers

- *6.1 Needs/Wants
- 6.2 Expanding Frontier
  - 6.2.1 Ohio Valley
  - *6.2.2 Louisiana
  - *6.2.3 West
- *6.3 Barriers
- *6.4 Transportation
- *6.5 Why People Went West
- *6.6 Hardships
  - 6.6.1 Weather
  - 6.6.2 Variety of land
  - 6.6.3 Conflict over territory
  - 6.6.4 Supplies
- 6.7 Western Characters/Stories
  - 6.7.1 Vaquero
  - 6.7.2 Alamo
  - 6.7.3 Donner Party
  - 6.7.4 Kit Carson
  - 6.7.5 Outlaws
  - 6.7.6 Folklore

7.0 Civil War

- *7.1 Multiple Causation
- 7.2 Events
  - *7.2.1 Abolitionist activities
  - *7.2.2 Popular sovereignty
  - 7.2.3 Missouri Compromise
  - 7.2.4 Compromise of 1850
  - *7.2.5 Kansas-Nebraska Act
  - 7.2.6 Dred Scott Decision
  - *7.2.7 Economic differences
  - *7.2.8 Election of Lincoln
- 7.3 Dilemma/Conflict
  - 7.3.1 Abraham Lincoln
  - 7.3.2 Robert E. Lee
- *7.4 Military Leaders

8.0 Industrialization

- 8.1 Power/Authority
- *8.2 Industrial Giants
  - 8.2.1 John D. Rockefeller
  - 8.2.2 Andrew Carnegie
- 8.3 Labor/Industry
  - *8.3.1 Eugene Debs
  - 8.3.2 Samuel Gompers/ American Federation of Labor
  - *8.3.3 Knights of Labor
  - *8.3.4 Techniques
- *8.4 Management Reaction
  - 8.4.1 Blacklist
  - 8.4.2 Lockout
- 8.5 Government/Industry
- 8.6 Emergence of Economic Groups
  - *8.6.1 Socialist
  - *8.6.2 Capitalist
  - 8.6.3 Populist
- 8.7 Comparison

9.0 People of America

- 9.1 Cultural Diversity
- 9.2 Cultural Groups
  - *9.2.1 Blacks
  - 9.2.2 Indians
  - *9.2.3 Immigrants
- *9.3 Reasons for Immigration
  - 9.3.1 Northern/Western Europeans

AMERICAN HISTORY 8

- 9.3.2 Southern/Eastern Europeans
- 9.3.3 Chinese
- 9.4 Problems of Assimilation
- *9.4.1 Language
- 9.4.2 Cultural differences
- 9.4.3 Living conditions
- *9.4.4 Intolerance
- 9.4.5 Sacco/Vanzetti
- 9.5 Modern Refugees
- *9.5.1 Political refugees
- 9.5.2 European
- 9.5.3 Other
- 9.6 Contributions

10.0 American Achievements

- 10.1 Interdependence
- 10.2 People/Accomplishments
- 10.2.1 Lowell/Factory systems
- 10.2.2 Chinese/Irish/Railroad
- *10.2.3 Bell/Telephone
- *10.2.4 Edison/Electric light
- *10.2.5 Gorgas/Goethals/Panama Canal
- 10.2.6 Ford/Assembly line
- 10.2.7 Lindberg/Transatlantic flight
- 10.2.8 Glenn/Space
- 10.3 Affects

11.0 Voices for Justice

- 11.1 Justice
- *11.2 Reformers
- 11.3 Civil Rights
- 11.3.1 Booker T. Washington
- 11.3.2 William E. DuBois
- 11.3.3 Jackie Robinson
- *11.3.4 Martin Luther King
- 11.4 Women's Rights
- *11.4.1 Susan B. Anthony/Elizabeth Cady Stanton
- 11.4.2 Current status

12.0 Entertainment

- 12.1 Radio
- 12.1.1 Inventor
- 12.1.2 Broadcasting
- 12.1.3 Impact
- 12.2 Sports/Legends
- 12.2.1 Babe Ruth
- 12.2.2 Joe Louis
- 12.2.3 Role of sports
- 12.3 Television
- 12.3.1 Growth
- 12.3.2 Impact
- 12.4 Motion Pictures

13.0 Looking Ahead

- 13.1 Interdependence
- 13.2 Future
- 13.2.1 Needs of population
- 13.2.2 Global concerns
- 13.2.3 New horizons
- 13.3 Model for Future

PERFORMANCE OBJECTIVES
AMERICAN HISTORY 8

American History 8 is a required course that focuses on several thematic topics of American history. It employs a multidisciplinary, concept-oriented approach that allows for the development of secondary themes by the teacher. Special emphasis is placed on biographies of people who contributed to all facets of American life. The culminating objective of the course is for the student to choose a famous historical character and to write a short biography. The skills presented in the first unit should be incorporated into the cognitive material of the course and reinforced throughout the year. In each unit, the first performance objective focuses on the major concept of the unit. It is placed first so that the teacher will be aware of the underlying theme of the unit, although completion of the objective will not occur until the end. Successful completion of this course is based on teacher judgment and the requirement that students pass the Minimum Level Skills Test.

Performance Objectives

1.0 Skills

1.1 Students will demonstrate the ability to gather information by:

*(1) identifying specific facts from tables;

(2) identifying specific facts from graphs;

*(3) identifying specific facts from charts;

*(4) labeling information on a timeline;

*(5) selecting specific facts from historical maps by using a legend; and

(6) identifying specific facts from historical dramas.

1.2 Students will put events in proper sequence by selecting the correct order of events on a timeline.

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* Indicates Minimum Level Skills

1.3 Students will demonstrate knowledge of research skills by:

(1) using a card catalog to locate two appropriate sources of information on a subject;

(2) taking notes from sources; and

(3) outlining the material gathered.

1.4 Students will demonstrate a knowledge of biographical study by:

(1) identifying a definition of the term biography, and

(2) writing a short report on a historical character.

2.0 First Americans

2.1 Students will demonstrate knowledge of the culture of native Americans.

*2.2 Students will name the probable region of the world from which the first Americans came.

*2.3 Students will demonstrate knowledge of some cultural contributions of native Americans by:

(1) identifying the Mayas of Central America as having developed a calendar and picture writing;

(2) identifying the Pueblos of North America as having a democratic government in the year 1200; and

(3) identifying the Incas of Peru as great engineers who built road systems and large cities.

3.0 European Exploration

3.1 Students will explain that an increased need for human and natural resources led to European exploration.

3.2 Students will demonstrate comprehension of the geographic influences on exploration by:

(1) explaining how the limited, but growing use of maps played an important role in exploration;

(2) identifying the use of latitude in the location of continents during exploration;

*(3) identifying on a map one of the continents known to the civilized world at the time of the voyages of Columbus and one of the continents which became known as a result of his explorations; and

*(4) identifying a reason why Columbus is given credit for the discovery of America.

3.3 Students will demonstrate comprehension of the economic influences on exploration by:

*(1) identifying the importance of the Crusades in increasing European demand for trade with the East; and

(2) summarizing the European trade rivalries.

3.4 Students will demonstrate comprehension of the role of technology in exploration by:

*(1) listing the compass and astrolabe as two inventions that contributed to exploration; and

(2) explaining that improvements in ships and sails made longer ocean voyages possible.

3.5 Students will demonstrate comprehension of myths and legends which influenced exploration by:

(1) identifying the stories of Marco Polo's travels to China;

(2) explaining how the Sea of Darkness influenced exploration; and

(3) identifying the myth of the Seven Cities of Gold as a story about a city of gold in America.

3.6 Students will demonstrate knowledge of the uniqueness of the "early adventurers" by identifying some of their common characteristics as self-confidence, desire for wealth, determination, perseverance, curiosity, daring, and patriotism.

*3.7 Students will demonstrate knowledge of adventurers by:

(1) identifying the importance of Cabot's voyages as giving England a claim to North America;

(2) identifying Magellan's contribution to the age of exploration;

(3) matching Champlain with the colony he started; and

(4) identifying Menendez as the founder of St. Augustine.

4.0 Colonial Settlement

4.1 Students will comprehend that the development of colonial settlements was dependent on the settlers' ability to adapt to the environment.

*4.2 Students will identify the reasons for colonial settlement as: freedom of religion, desire for land, and gaining wealth.

*4.3 Students will demonstrate knowledge of a typical colonial settlement from a description of such a settlement by:

(1) identifying the probable reason for its location;

(2) identifying the probable economic activities of the settlers; and

(3) identifying the probable daily activities of the settlers.

*4.4 Students will demonstrate knowledge of the role of leadership in the colonial settlement by:

(1) identifying John Smith's contribution to Jamestown;

(2) identifying Roger Williams' role in the development of Rhode Island;

(3) identifying William Penn's role in the establishment of Pennsylvania; and

(4) identifying James Oglethorpe's importance as a leader in the colony of Georgia.

4.5 Students will design a model settlement.

5.0 American Revolution

5.1 Students will comprehend that change is natural in a culture and may be rapid or slow.

5.2 Students will demonstrate comprehension of the steps leading to the Revolution by:

(1) explaining the Proclamation of 1763;

*(2) giving two examples of Parliamentary acts which led to the term, "no taxation without representation;"

(3) distinguishing the cause and effect of the Boston Massacre;

(4) describing the Boston Tea Party;

*(5) identifying the Intolerable Acts as an English reaction to the Boston Tea Party;

*(6) identifying Sons of Liberty as a radical patriot organization;

*(7) identifying the role of the Second Continental Congress as declaring America's independence from Great Britain; and

*(8) identifying the main ideas of the Declaration of Independence.

5.3 Students will create a timeline of the events leading to the Revolution.

5.4 Students will demonstrate knowledge of the following men of the Revolution and their ideas by:

(1) identifying Patrick Henry and his views;

*(2) identifying Sam Adams' role in the American Revolution as a patriot leader;

*(3) identifying Thomas Paine as the author of Common Sense and his influence on American attitudes toward revolution;

*(4) identifying Thomas Jefferson as the author of the Declaration of Independence;

(5) identifying the contributions that Benjamin Franklin made to the progress of America;

(6) describing Abigail Adams and her role in the American Revolution; and

*(7) matching the terms 'loyalists' and 'patriots' with their definitions and describing why Americans were divided in their views of the American Revolution.

*5.5 Students will identify a change in America that resulted from the American Revolution.

6.0 Pioneers

*6.1 Students will demonstrate knowledge of how the early pioneers met their wants and needs by identifying a description of the daily life of a pioneer in the Old West.

6.2 Students will demonstrate knowledge of the expanding frontier by:

(1) identifying the Ohio Valley as the first area of westward expansion;

*(2) identifying the significance of the Louisiana Purchase as doubling the size of the United States; and

*(3) identifying the methods the U.S. used to acquire the lands of the Far West.

*6.3 Students will identify three barriers to western expansion.

*6.4 Students will identify two methods of transportation used by pioneers to move west.

*6.5 Students will select the discovery of gold in California, the desire for land, and the desire for a better life as some of the motivating factors for people moving west.

*6.6 Students will demonstrate knowledge of the many hardships the pioneers faced by:

(1) identifying that weather affected the pioneers;

(2) identifying the various types of land people crossed as prairie, mountains, valleys, and deserts;

(3) identifying that conflicts over the land with the Indians and Mexicans caused problems for the pioneers; and

(4) giving an example of how selection of supplies would affect the trip.

6.7 Students will demonstrate knowledge of the western character and stories by:

(1) describing three characteristics of the vaquero way of life;

(2) describing what happened at the Alamo in 1836;

(3) describing the Donner party and identifying a reason for its problem;

(4) describing Kit Carson's role in the western movement;

(5) identifying one legendary outlaw and explaining how he/she influenced the movement west; and

(6) identifying one character from western folklore such as Pecos Bill or Paul Bunyon.

7.0 Civil War

*7.1 Students will identify two causes of the Civil War.

7.2 Students will demonstrate comprehension of the events leading to the Civil War by:

*(1) defining the term abolitionist and matching William Lloyd Garrison, Frederick Douglass, and Harriet Tubman with their contributions to the movement;

*(2) selecting an appropriate definition for popular sovereignty;

(3) identifying the issue involved in the Missouri Compromise;

(4) listing the provisions of the Compromise of 1850 and the arguments that were temporarily solved;

*(5) identifying that the Kansas-Nebraska Act repealed the Missouri Compromise;

(6) explaining the Supreme Court ruling in the Dred Scott decision;

*(7) identifying the economic differences in the North and the South; and

*(8) identifying the election of Lincoln and the resulting outcome.

7.3 Students will define 'dilemma' as a difficult choice and:

(1) identify the conflicts Lincoln faced as President; and

(2) explain Robert E. Lee's decision to fight for the Confederacy.

*7.4 Students will identify Ulysses S. Grant and Robert E. Lee as military leaders of the Civil War.

8.0 Industrialization

8.1 Students will explain that power and authority represent the ability of an individual or group to influence or determine actions or policies by giving examples from the industrialization of America.

*8.2 Students will identify the major contributions to the rise of industry by (1) John Rockefeller, and (2) Andrew Carnegie.

8.3 Students will demonstrate comprehension of the relationship of labor and industry by:

*(1) identifying Eugene Debs as a leader of early organized labor;

(2) explaining the role of Samuel Gompers and the American Federation of Labor;

*(3) identifying the membership of the Knights of Labor as skilled and unskilled workers; and

*(4) identifying from a description of an action by labor, which technique is being used to combat the power of industry (boycott, picket, strike, closed shop).

*8.4 Students will demonstrate knowledge of management's reaction to labor by identifying (1) blacklist, and (2) lockout.

8.5 Students will demonstrate knowledge of the interaction of government and industry by explaining the use of tariff laws.

8.6 Students will demonstrate knowledge of the emergence of economic groups during industrialization by:

*(1) defining socialist as a person who believes the government should control all manufacturing, transportation, commerce, and agriculture;

*(2) identifying a capitalist as a person who believes that most business should be carried on by individuals or corporations; and

(3) identifying the doctrine of the Populist Party.

8.7 Students will compare the beliefs of a socialist and a capitalist.

9.0 People of America

9.1 Students will demonstrate knowledge of the cultural diversity of the United States by identifying various cultural groups and their contributions.

9.2 Students will demonstrate knowledge of three cultural groups in the United States by:

*(1) identifying Langston Hughes, Louis Armstrong, and Paul Robeson as three Blacks who took part in the Harlem Renaissance;

(2) identifying the major problem faced by American Indians as exemplified by the Nez Perce; and

*(3) defining immigrants as people coming into a country and contributing to the cultural diversity of the United States.

*9.3 Students will demonstrate knowledge of reasons for immigration by:

(1) identifying a reason for Northern and Western European immigration;

(2) identifying a reason for Southern and Eastern European immigration; and

(3) naming the main reason for Chinese immigration.

9.4 Students will demonstrate comprehension of the problems of the assimilation of immigrants by:

*(1) identifying one of the problems as language;

(2) giving an example of a cultural trait which was not readily accepted by the common culture;

(3) describing the daily life and living conditions faced by many immigrant groups;

*(4) identifying a reason for American intolerance of immigrants; and

(5) explaining how the trial of Sacco and Vanzetti manifested American intolerance of immigrants in the 1940's.

9.5 Students will demonstrate knowledge of modern refugees by:

*(1) defining the term political refugees;

(2) identifying two European political refugees; and

(3) selecting a current group of refugees and identifying the reasons for immigration.

9.6 Students will select any three immigrant groups and give examples of their contributions.

10.0 American Achievements

10.1 Students will state that the development of the United States has depended on the interaction of groups and individuals seeking to fulfill their goals.

10.2 Students will demonstrate comprehension of the people and their accomplishments which led to the development of America by:

(1) identifying Lowell as one of the first Americans to use the factory system;

(2) identifying that the Chinese and Irish helped build the transcontinental railroad, thus linking East and West;

*(3) selecting Alexander Graham Bell as the inventor of the telephone;

*(4) identifying Thomas Edison as the inventor of the electric light;

*(5) listing the contributions of Dr. William Gorgas and Colonel George Goethals in the building of the Panama Canal;

(6) identifying Henry Ford and explaining the significance of the assembly line;

(7) identifying the achievement of Lindberg's goal of the first solo transatlantic flight; and

(8) identifying John Glenn as the first American astronaut to orbit the earth in space.

10.3 Students will demonstrate knowledge of American achievements by choosing two inventions and explaining how they affected American lives.

11.0 Voices for Justice

11.1 Students will be able to describe justice as rules or laws designed to promote a fair means of making decisions, and a fair correction of wrongs and injuries.

*11.2 From the following list, students will identify a reformer and the area of reform with which he/she is associated: Dorthea Dix, Horace Mann, Eleanor Roosevelt, and Cesar Chavez.

11.3 Students will demonstrate comprehension of the Civil Rights movement by:

(1) identifying Booker T. Washington's role in gaining equal rights for Blacks;

(2) naming William E. DuBois as helping to found the National Association for the Advancement of Colored People;

(3) explaining the significance of Jackie Robinson's baseball career; and

*(4) identifying non-violent resistance as a basic belief of Martin Luther King.

11.4 Students will evaluate the Women's Rights movement by:

*(1) identifying Susan B. Anthony and Elizabeth Cady Stanton as early crusaders for women's right to vote; and

(2) comparing the goals of American feminists with the views of their opponents.

12.0 Entertainment

12.1 Students will demonstrate comprehension of radio as part of American culture by:

(1) identifying the inventor of radio as Guglielmo Marconi;

(2) describing how radio broadcasting got started; and

(3) discussing the impact of radio on people's lives.

12.2 Students will evaluate sports and sports legends by:

(1) identifying Babe Ruth and the reason he is considered a sports legend in baseball;

(2) identifying Joe Louis as a sports legend in boxing; and

(3) relating the role of sports to American culture.

12.3 Students will demonstrate comprehension of television as a part of American culture by:

(1) explaining the growing popularity of TV after 1948; and

(2) giving three examples of how the growth of TV changed life in the United States.

12.4 Students will demonstrate knowledge of motion pictures as a reflection of American cultural change.

13.0 Looking Ahead

13.1 Students will state that the interdependence of people and groups can affect the future in important ways.

13.2 Students will demonstrate knowledge of possible future challenges to be faced by the United States by:

(1) identifying the needs of the future population, including food and energy sources;

(2) identifying how global concerns affect the future; and

(3) defining the oceans and outerspace as two new horizons to be explored.

13.3 Students will predict some changes in American culture that may occur in 50 years.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
AMERICAN HISTORY 8

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
1.0	Skills	All year	MLST	Ira Peck, et al, American Adventures (New York: Scholastic Book Services, 1979)	Truly American - a biographical series (Duval County School Board, ITV Department, videotapes).
2.0	First Americans	1 week	MLST	Peck, pp. 13-20.	Frances Plotkin, A Nation Conceived and Dedicated, Vol. 1 (New York: Scholastic Book Services, 1979). (Skills Spirit Masters)
3.0	European Exploration	2 weeks	MLST	Peck, pp. 21-28.	Finding Our Way, "Early Maps and Globes" (Duval County School Board, ITV Department, videotapes). Plotkin, Vol. 1.
4.0	Colonial Settlement	2 weeks	MLST	Peck, pp. 29-43.	Plotkin, Vol. 1. This Is Fredrica, film (Contact: Chief of Interpretation and Historical Services, Rt. 4 Box 286-C, St. Simon's Island, Ga. 31522).

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
AMERICAN HISTORY 8

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
5.0	American Revolution	4 weeks	MLST	Peck, pp. 55-99.	Plotkin, Vol. 1.
6.0	Pioneers	4 weeks	MLST	Peck, pp. 129-137, 142-145, 197-227.	Plotkin, Vol. 1. Shelia Burns, Old Hate-New Hope, Vol. 2 (New York: Scholastic Book Services, 1979). (Skills Spirit Masters)
7.0	Civil War	4 weeks	MLST	Peck, pp. 219-266, 278-280, 286-289.	Burns, Vol. 2.
8.0	Industrial-ization	3 weeks	MLST	Peck, pp. 309-321, 325-337, 391-394.	Frances Plotkin, Coming of Age, Vol. 3 (New York: Scholastic Book Services, 1979). (Skills Spirit Masters)
9.0	People of America	3 weeks	MLST	Peck, pp. 344-354, 425-439, 516-519.	Burns, Vol. 2. Plotkin, Vol. 3.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
AMERICAN HISTORY 8

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
10.0	American Achievements	3 weeks	MLST	Peck, pp. 177-180, 314-317, 322-324, 384-387, 452-454, 467-471, 666-668.	Plotkin, Vol. 1. Burns, Vol. 2. Plotkin, Vol. 3. Elaine S. Primack, Yesterday, Today, Tomorrow, Vol. 4 (New York: Scholastic Book Services, 1979). (Skills Spirit Masters)
11.0	Voices for Justice	4 weeks	MLST	Peck, pp. 181-185, 357-367, 487-489, 585-588, 605-631.	Plotkin, Vol. 1. Burns, Vol. 2. Plotkin, Vol. 3. Primack, Vol. 4.
12.0	Entertainment	2 weeks		Peck, pp. 455-457, 464-466, 494-497, 514-515, 594-596.	Plotkin, Vol. 3. Primack, Vol. 4.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
AMERICAN HISTORY 8

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
13.0	Looking Ahead	1 week		Peck, pp. 663-667, 683-697.	Primack, Vol. 4.

INTRODUCTION

AMERICAN HISTORY 8, ADVANCED

State Accreditator Number. . 0412
Course Code Number 2085
F.T.E. Category. 1.00
Instructional Level. . . . . Advanced

Report Card Abbreviation . . Am. Hy. 8/Adv
Length of Course . . . . . Year
Credit 1
Grade Level. 8

Prerequisites

Teacher recommendation

Textbook(s)

Freidel, Frank, et al, America Is (Columbus, Ohio: Charles E. Merrill Publishing Company, 1978).

Notes to Teachers

Students will master the concepts and skills developed for American History 8, Advanced as presented in the Performance Objectives and summarized in the course outline. Minimum Level Skills (MLS) objectives are indicated by asterisks (*). Only MLS objectives will be tested on the Minimum Level Skills Test (MLST). A computer printout key for Minimum Level Skills provides the necessary information for interpreting MLST computer printouts.

COURSE OUTLINE

AMERICAN HISTORY 8, ADVANCED

1.0 Skills

- 1.1 Interpreting Information
  - *1.1.1 Tables
  - *1.1.2 Charts
  - *1.1.3 Graphs
  - 1.1.4 Timelines
  - *1.1.5 Historical maps
  - *1.1.6 Visual Evidence
- 1.2 Chronology
  - 1.2.1 Sequence of events
  - 1.2.2 Eras/Periods/Ages
  - 1.2.3 Decades/Centuries
- 1.3 Tools of History
  - *1.3.1 Primary/Secondary sources
  - 1.3.2 Point of view/ Frame of reference
  - 1.3.3 Fact/Opinion
- 1.4 Research Skills
  - 1.4.1 Sources of information
  - 1.4.2 Outlining/ Summarizing
  - 1.4.3 Oral/Written presentation

2.0 Opportunity

- 2.1 New Life Styles
- 2.2 Culture/Environment/ Location
- 2.3 Indian Groups
  - 2.3.1 Culture
  - 2.3.2 Tribal customs
- *2.4 Economic Opportunities
  - 2.4.1 Crusades
  - 2.4.2 Economic changes
- 2.5 European Dominance
  - 2.5.1 Spain
  - 2.5.2 France
  - 2.5.3 England
  - 2.5.4 Explorers/Indian conquests
- 2.6 British Settlements
  - *2.6.1 Reasons
  - 2.6.2 Financing/Governing
  - *2.6.3 Government
- 2.7 English Colonial Settlements
  - *2.7.1 Locations
  - 2.7.2 Founders
  - 2.7.3 Economic activities
  - 2.7.4 Reasons for settlement
  - *2.7.5 Case Study: Plymouth
- 2.8 Colonial Life
  - 2.8.1 Labor force
  - *2.8.2 Cultures
  - 2.8.3 Land
  - *2.8.4 Characteristics
  - 2.8.5 Social classes
- *2.9 Case Study: Philadelphia

3.0 Independence

- 3.1 Emerging nation
- 3.2 British Control/Colonial Resistance
  - *3.2.1 Mercantilism
  - 3.2.2 Treaty of Paris
  - 3.2.3 New colonial policies
  - 3.2.4 Taxation without representation
  - 3.2.5 Boston Massacre
  - 3.2.6 Boston Tea Party/ Intolerable Acts
  - *3.2.7 Colonial split
  - 3.2.8 First Continental Congress
- 3.3 Personalities/Ideas
  - *3.3.1 Sam Adams/Sons of Liberty
  - 3.3.2 Thomas Paine
  - 3.3.3 Paul Revere
  - 3.3.4 Patrick Henry
  - *3.3.5 Ben Franklin

AMERICAN HISTORY 8, ADVANCED

- *3.4 Declaration of Independence
  - 3.4.1 Author
  - 3.4.2 Ideas
- 3.5 Revolutionary War
  - 3.5.1 Lexington/Concord
  - *3.5.2 Second Continental Congress
  - 3.5.3 George Washington
  - 3.5.4 Saratoga
  - 3.5.5 Yorktown
  - *3.5.6 Treaty of Paris 1783
- 3.6 Effects of Independence
  - 3.6.1 Spread of democracy
  - *3.6.2 State governments/ Constitutions
  - 3.6.3 Confederation: influences
  - 3.6.4 Weaknesses of Confederation
  - *3.6.5 Strong government

4.0. Democracy

- 4.1 Open Access
- *4.2 Washington/Precedents
- 4.3 Economic Policies
  - 4.3.1 Hamilton/Bank of U.S.
  - *4.3.2 Political differences
  - 4.3.3 Marshall/Marbury vs. Madison
- 4.4 Thomas Jefferson
  - 4.4.1 Problems
  - *4.4.2 Louisiana Purchase/ Florida
- 4.5 Case Study: Washington, D. C.
- 4.6 War of 1812
- *4.7 Nationalism
  - 4.7.1 Causes
  - 4.7.2 Monroe Doctrine
- 4.8 Sectionalism
  - *4.8.1 Causes
  - 4.8.2 West
  - 4.8.3 Missouri Compromise
- *4.9 Comparison
- 4.10 Case Study: New Orleans
- 4.11 Jacksonian Era
  - 4.11.1 Principle/ Practice
  - *4.11.2 Spoils system
  - 4.11.3 Indian policy
  - 4.11.4 Nullification controversy
- 4.12 American Culture
  - 4.12.1 Education
  - 4.12.2 American themes
  - 4.12.3 Literature/ Music
  - 4.12.4 Dorothea Dix

5.0 Expansion

- 5.1 Factors
- *5.2 Reasons
- *5.3 Barriers
- 5.4 Territorial Gains
  - *5.4.1 Methods/Problems
  - 5.4.2 Mormons
  - 5.4.3 Case Study: San Francisco
- 5.5 Industrial/Economic Growth
  - *5.5.1 Industrial Revolution
  - 5.5.2 Factory system
  - *5.5.3 Transportation/ Communication
  - 5.5.4 Farming improvements
- 5.6 Growth of Cities
- 5.7 Population Changes
  - *5.7.1 Immigrant groups
  - 5.7.2 Slavery

6.0 Division

- 6.1 Multiple Causation

AMERICAN HISTORY 8, ADVANCED

- 6.2 Events Leading to War
  - *6.2.1 Economic/Political differences
  - *6.2.2 Abolitionist movement
  - *6.2.3 Popular sovereignty
  - 6.2.4 Compromise of 1850
  - 6.2.5 Fugitive Slave Act
  - 6.2.6 Kansas-Nebraska Act
  - 6.2.7 Dred Scott Decision
  - 6.2.8 Slave revolts
  - *6.2.9 Election of 1860
- 6.3 Civil War
  - 6.3.1 Secession/CSA
  - *6.3.2 Advantages/ Disadvantages
  - 6.3.3 Southern/Northern plans
  - *6.3.4 Lincoln's goal
  - 6.3.5 Emancipation Proclamation
  - 6.3.6 Economic effects
  - 6.3.7 Northern victories
  - 6.3.8 Results
- 6.4 Case Study: New York/ Atlanta
- 6.5 Reconstruction
  - *6.5.1 Problems
  - 6.5.2 Reconstruction plans
  - *6.5.3 Johnson's impeachment
  - 6.5.4 Black Codes
  - 6.5.5 Scandals

7.0 Growth

- 7.1 World Power
- 7.2 Extension of Rights
  - *7.2.1 Thirteenth/ Fourteenth/ Fifteenth Amendments
  - 7.2.2 Women's rights
- 7.3 New Economic Developments
  - 7.3.1 Farming
  - 7.3.2 Natural resources
  - 7.3.3 Frontier
- 7.4 Industrial Developments
  - 7.4.1 Changes/Inventions
  - *7.4.2 Carnegie/ Rockefeller
  - 7.4.3 Geographic influences
  - 7.4.4 Corporations/ Trusts/Monopolies
  - 7.4.5 Railroad
- 7.5 Case Study: Abilene
- 7.6 Problems
  - *7.6.1 Laissez-faire
  - 7.6.2 National Grange
  - 7.6.3 Unions
  - *7.6.4 Union techniques
  - 7.6.5 Political bosses
  - 7.6.6 Intolerances
- 7.7 Government Reform
- *7.8 Populist Ideas
- 7.9 Civil Rights
- 7.10 Overseas Expansion
  - *7.10.1 Imperialism
  - 7.10.2 Spanish-American War
- 7.11 Progressive Movement
  - 7.11.1 Free time
  - *7.11.2 Reforms
  - 7.11.3 Changes: economical, political
  - 7.11.4 Result
- 7.12 Case Study: Chicago

8.0 Conflict

- 8.1 Resource Usage
- 8.2 Early Foreign Policy
  - *8.2.1 Isolation
  - 8.2.2 Open Door Policy
  - 8.2.3 Panama Canal
  - 8.2.4 Roosevelt Corollary

AMERICAN HISTORY 8, ADVANCED

- 8.3 World War I
  - 8.3.1 Allied/Central Powers
  - 8.3.2 Neutral rights
  - *8.3.3 Incidents: U. S. involvement
  - 8.3.4 American contributions
  - *8.3.5 League of Nations
- 8.4 Case Study: Detroit
- 8.5 The Twenties
  - *8.5.1 Entertainment
  - 8.5.2 Prohibition
  - 8.5.3 Equal rights
  - 8.5.4 Prejudice
- 8.6 Depression
  - *8.6.1 Causes
  - 8.6.2 Effects
- 8.7 New Deal Programs
- 8.8 Case Study: Muncie
- 8.9 World War II
  - 8.9.1 Allied/Axis Powers
  - *8.9.2 Lend-Lease Act
  - 8.9.3 American role: Europe,Africa
  - 8.9.4 American role: Pacific
  - *8.9.5 Final events
  - 8.9.6 Atomic warfare
- 8.10 Case Study: Los Angeles

9.0 Challenge

- 9.1 Survival of Humanity
- 9.2 Cold War
  - 9.2.1 United Nations
  - 9.2.2 NATO
- 9.3 Challenges in Asia
  - 9.3.1 Korea
  - 9.3.2 Domino Theory
- 9.4 Denial of Rights
- 9.5 Space Race
- 9.6 Social Awareness
  - 9.6.1 Kennedy
  - 9.6.2 Castro
  - 9.6.3 Johnson
  - 9.6.4 Chavez
  - 9.6.5 King
  - 9.6.6 Youth
- 9.7 Case Study: Houston
- 9.8 Challenges of Today
  - 9.8.1 Vietnam
  - 9.8.2 Middle East
  - 9.8.3 Minority problems
  - 9.8.4 Watergate
  - 9.8.5 Social issues

PERFORMANCE OBJECTIVES
AMERICAN HISTORY 8, ADVANCED

American History 8, Advanced is designed to provide students with the significant facts concerning American history while encouraging the development of higher cognitive skills. It employs a multidisciplinary, concept-oriented approach that allows for the development of secondary themes by the teacher. Each unit features a profile of an American city that focuses on the social, cultural, economic, and geographic aspects of American life in particular eras. The skills presented via the first unit should be incorporated into the cognitive material of the course and reinforced throughout the year. Successful completion of this course is based on teacher judgment and the requirement that students pass the Minimum Level Skills Test.

Performance Objectives

1.0 Skills

1.1 Students will demonstrate the ability to interpret information by the following methods:

*(1) comparing specific facts from tables;

*(2) comparing specific facts from charts;

*(3) inferring trends from graphs;

(4) labeling information on a timeline;

*(5) selecting specific facts from historical maps by using a legend; and

*(6) identifying broad time periods from visual evidence.

1.2 Students will demonstrate the ability to use chronology by the following methods:

(1) selecting the correct order of events as a timeline;

(2) identifying eras, periods, and ages as the indefinite periods of history usually marked by the influence of a particular person or event; and

(3) defining decades and centuries.

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*Indicates Minimum Level Skills

1.3 Students will demonstrate comprehension of the tools of history by the following methods:

*(1) distinguishing between primary and secondary sources of information;

(2) explaining the effects of differing points of view and frames of reference among historians; and

(3) labeling statements as either fact or opinion.

1.4 Students will demonstrate knowledge of research skills by the following methods:

(1) selecting and reading two (2) separate research materials;

(2) outlining and summarizing the materials gathered; and

(3) presenting both oral and written reports on the research topic.

2.0 Opportunity

2.1 Students will explain that contact with other cultures, increased technical knowledge, and improved use of resources created the opportunity to develop new life styles.

2.2 Students will explain the relationship between the various Indian tribes and culture, environment, and location.

2.3 Students will demonstrate knowledge of early Indian groups by the following methods:

(1) describing the culture of the Indians living in the town of Secota using the case study; and

(2) identifying and explaining the tribal customs of this Indian group.

*2.4 Students will demonstrate comprehension of economic opportunities leading to change by the following methods:

(1) identifying the importance of the Crusades; and

(2) explaining the economic changes in Europe that encouraged exploration.

2.5 Students will demonstrate knowledge of European desires for dominance in the New World by:

(1) identifying Spain's reasons for establishing St. Augustine;

(2) identifying France's reasons for establishing Quebec;

(3) identifying England's reasons for establishing Jamestown; and

(4) identifying European explorers, the areas they conquered, and the groups that were oppressed by them.

2.6 Students will evaluate British colonial settlements by the following methods:

*(1) selecting four (4) reasons for English settlement;

(2) comparing the financing and government of proprietary and royal colonies; and

*(3) identifying the significance of the House of Burgesses and Mayflower Compact.

2.7 Students will demonstrate comprehension of English colonial settlements by the following methods:

*(1) identifying the area of English colonial settlements;

(2) listing the founders of the English colonies;

(3) identifying the economic activities of the English colonies;

(4) selecting the reasons for English colonial settlement; settlement; and

*(5) identifying reasons for many of the hardships encountered by the Plymouth settlers using a case study.

2.8 Students will evaluate colonial life by the following methods methods:

(1) explaining the different types of labor groups used in the early colonies;

*(2) identifying the population of the colonies as a mixture of many geographic, social, and economic backgrounds;

(3) discussing the relationship between abundant land and the other natural resources the colonists had available;

(4) matching characteristics with the three colonial sections; and

(5) discussing the social class distinctions in the 13 colonies.

*2.9 Using a case study such as "Philadelphia 1700-1790", students will develop reasons for the growth of a major colonial city.

3.0 Independence

3.1 Students will explain the economic, social, and political factors contributing to the emergence of a separate, new nation and government.

3.2 Students will demonstrate a comprehension of British control and colonial resistance by the following methods:

*(1) defining mercantilism as an economic system based on trade in which the mother-country sets up colonies for two purposes: (1) as a source of raw materials for manufacturing in the mother-country and (2) as markets for the mother-country's manufactured goods;

(2) summarize the territorial changes that occurred in North America as a result of the Treaty of Paris;

(3) identifying the trade restrictions that occurred as a result of England's colonial policies after the French and Indian War;

(4) identifying an example of "taxation without "representation" from the colonist viewpoint;

(5) distinguishing the cause and effect relationships in the circumstances surrounding the Boston Massacre;

(6) explaining the relationship between the Boston Tea Party and the Intolerable Acts; and

*(7) identifying from descriptive statements whether a person was considered a patriot, a loyalist, or was neutral in his feelings for the war; and

(8) explaining the importance of the First Continental Congress.

3.3 Students will evaluate revolutionary personalities and ideas by the following methods:

*(1) identifying the role of Sam Adams and the Sons of Liberty in the American Revolution;

(2) explaining the importance of Thomas Paine's pamphlets, The Crisis and Common Sense, to the revolutionary cause;

(3) identifying a contribution of Paul Revere;

(4) summarizing the revolutionary views of Patrick Henry; and

*(5) identifying the contributions of Benjamin Franklin to the cause of independence.

*3.4 Students will demonstrate knowledge of the Declaration of Independence by the following methods:

(1) identifying the primary author; and

(2) identifying the major ideas expressed in the document.

3.5 Students will demonstrate comprehension of the American Revolution by the following methods:

(1) identifying the Battle of Lexington and the Battle of Concord as the initial battles of the war;

*(2) identifying a contribution of the Second Continental Congress;

(3) describing the role of George Washington during the Revolution;

(4) explaining why the Battle of Saratoga was the "turning point" of the war;

(5) selecting Yorktown as the decisive battle of the war; and

*(6) inferring from the terms of the Treaty of Paris, 1783, a part that was unfavorable to the U. S.

3.6 Students will comprehend the effects of independence by the following methods:

(1) summarizing how the American Revolution helped spread democracy in the states;

*(2) identifying why the new state governments and constitutions had limited power;

(3) explaining how the government under the Articles of Confederation influenced the status of new states;

(4) listing three (3) weaknesses of the Articles of Confederation; and

*(5) identifying the U.S. Constitution as the foundation of strong central government begun in 1789.

4.0 Democracy

4.1 Students will explain that in a democratic government the open access by the people to the government and a peaceful exchange of power is important.

*4.2 Students will identify precedents set by Washington that have been used by later presidents.

4.3 Students will demonstrate comprehension of the economic policies of the new government by the following methods:

(1) explaining Hamilton's financial program that culminated in the establishment of the Bank of the U. S.;

*(2) selecting the political differences over the Bank of the U. S. as the issue which led to two interpretations of the Constitution and the establishment of political parties; and

(3) outlining Marshall's role in the Supreme Court case "Marbury vs. Madison".

4.4 Students will comprehend the significance of Jefferson by the following methods:

(1) summarizing the problems involved in the election of Jefferson, culminating in the peaceful transition of power; and

*(2) identifying the reasons for the purchase of Louisiana and Florida.

4.5 Using the case study, "Washington, D. C. 1800-1825", students will outline the problems involved in the development of a new capital city.

4.6 Students will identify the problems that led to the War of 1812, and the ultimate results of the War of 1812.

*4.7 Students will demonstrate knowledge of nationalism by the following methods:

(1) identifying three (3) causes of nationalism in the early 1800's; and

(2) selecting the main ideas expressed in the Monroe Doctrine.

4.8 Students will demonstrate comprehension of sectionalism by the following methods:

*(1) identifying three (3) causes of sectionalism in the early 1800's;

(2) explaining how the West added to sectionalism problems; and

(3) listing the terms of the Missouri Compromise and the problems temporarily solved.

*4.9 Students will identify a statement which infers sectionalism or nationalism.

4.10 Using the case study, "New Orleans 1840-1855", students will compare the differences between New Orleans and the other cities previously studied discussing reasons for these differences.

4.11 Students will demonstrate comprehension of the Jacksonian Era by the following methods:

(1) summarizing how America was a democracy in principle but not in practice;

*(2) identifying an example of the spoils system;

(3) identifying reasons for Jackson's Indian policy; and

(4) describing the controversy that evolved over the issue of nullification.

4.12 Students will demonstrate comprehension of American culture, in the early 1800's, by the following methods:

(1) explaining the relationship between increased political opportunities and increased educational opportunities;

(2) identifying the reasons for the new trend toward American themes in literature and music;

(3) identifying four (4) authors and/or songwriters and their works; and

(4) identifying Dorothea Dix as an early reformer for prisons, hospitals, and the handicapped.

5.0 Expansion

5.1 Students will comprehend that the U. S. expanded due to such factors as the inclusion of other cultures, knowledge, technology, mobility, communication, and population increases.

*5.2 Students will identify from a quotation the appropriate reasons for moving West.

*5.3 Students will identify three (3) barriers to expansion.

5.4 Students will evaluate territorial gains by the following methods:

*(1) comparing the methods by which territories were added to the United States between 1803 and 1853, and selecting ideas summarized in the term 'manifest destiny';

(2) outlining the reasons for the Mormon movement from Illinois to Utah; and

(3) outlining the major changes that occurred in San Francisco with the rapid influx of population, using the case study "San Francisco 1845-1855".

5.5 Students will demonstrate comprehension of industrial and economic growth by the following methods:

*(1) defining the Industrial Revolution;

(2) explaining reasons for the growth of the factory system in New England;

*(3) identifying the importance of new methods of transportation and communication in the 1800's; and

(4) identifying two (2) results of improved farming methods and machinery on farmer's lives.

5.6 Students will identify three (3) reasons for growth of cities.

5.7 Students will analyze population changes by the following methods:

*(1) identifying major immigrant groups that came to the U. S. between the 1840's and 1850's, the areas which they settled, and the jobs they held; and

(2) discussing the conflicts over slavery that led to increased sectional feelings between the North and South.

6.0 Division

6.1 Students will comprehend that the divided feelings at the time before the Civil War had been building

6.2 Students will demonstrate comprehension of the events leading to war by the following methods:

*(1) identifying the economic and political differences between the North and South;

*(2) defining abolition and identifying three (3) major abolitionist leaders and their contributions;

*(3) identifying the effect the doctrine of popular sovereignty had on the slavery issue in the new territories;

(4) identifying the provision of the Compromise of 1850 and its temporary effect;

(5) summarizing the effects of the Fugitive Slave Act on the North;

(6) identifying the part of the Missouri Compromise repealed by the Kansas-Nebraska Act and the effect this had on Kansas;

INTRODUCTION
FLORIDA HISTORY, 7,8,9

State Accreditator Number. .	0497
Course Code Number	1920
F.T.E. Category.	1.00
Instructional Level.	Standard
Report Card Abbreviation . .	Fla Hy
Length of Course	Semester
Credit	1/2
Grade Level.	7, 8, 9

Prerequisites

None

Textbook(s)

Vest, Banks Jr., et al. Florida: Historical and Contemporary Life in the Sunshine State. (Tampa, Florida: Beach Products Co., 1974.)

Fernald, Edward, et al. Florida: Its Heritage and Horizons. (Tampa, Florida: Trend House, 1973.)

Notes to Teachers

This elective course is designed to help the student understand the overall social, political, and economic history of Florida as it evolved from early discovery and exploration to the present modern state. Since this course earns only elective credit, no Minimum Skills Test is required. Teachers should use the Vest book as a resource book for detailed information; the Fernald book should be used by students.

FLORIDA HISTORY, 7,8,9

1.0 Geography
- 1.1 Location in United States
- 1.2 Peninsula
- 1.3 Water Locations
- 1.4 Land Forms
- 1.5 Cities/Population
- 1.6 Direction of Travel
- 1.7 Natural Resources

2.0 Early Inhabitants/Exploration
- 2.1 Indians
  - 2.1.1 Migration
  - 2.1.2 Location
- 2.2 Spanish Exploration/ Settlement
  - 2.2.1 Ponce de Leon
  - 2.2.2 "La Florida"
  - 2.2.3 Spanish influence

3.0 International Rivalry
- 3.1 French Exploration/ Settlement
  - 3.1.1 Jean Ribault
  - 3.1.2 Fort Caroline: location
  - 3.1.3 Fort Caroline: capture
  - 3.1.4 Other French settlements
- 3.2 Transfer to England
  - 3.2.1 British possessions: locations
  - 3.2.2 Threat
  - 3.2.3 French and Indian War
- 3.3. Changes Brought by British
  - 3.3.1 Division of Florida
  - 3.3.2 Capital cities
  - 3.3.3 Appointment of governors
  - 3.3.4 Land grants
- 3.4 Revolutionary War
  - 3.4.1 Florida's role
  - 3.4.2 Treaty of Paris, 1783
- 3.5 Spanish Rule
  - 3.5.1 Problems
  - 3.5.2 Transfer to United States
  - 3.5.3 James Monroe

4.0 Development of a State
- 4.1 Period as a Territory
  - 4.1.1 First counties
  - 4.1.2 Centers of population
  - 4.1.3 Capital city
  - 4.1.4 Early government
  - 4.1.5 Problems
  - 4.1.6 Economic growth
- 4.2 Seminole Wars
  - 4.2.1 Cause
  - 4.2.2 Failure of treaties
  - 4.2.3 Osceola
  - 4.2.4 Effects
- 4.3 Statehood
  - 4.3.1 Population growth
  - 4.3.2 Admission as a state
- 4.4 Secession
  - 4.4.1 Reasons
  - 4.4.2 Date

5.0 Civil War Years, 1861-1865
- 5.1 Participation in Civil War
  - 5.1.1 Contributions
  - 5.1.2 Military action
- 5.2 End of Civil War
  - 5.2.1 Event ending war
  - 5.2.2 Preservation of national unity

FLORIDA HISTORY, 7,8,9

6.0 Rebuilding the State, 1865-1876

- 6.1 Reconstruction
  - 6.1.1 Definition
  - 6.1.2 Rejoining the Union
- 6.2 Post-Civil War Years
  - 6.2.1 Changes in government
  - 6.2.2 Black politicians
  - 6.2.3 Economic recovery

7.0 Growth of Florida

- 7.1 Late 1800's
  - 7.1.1 Agricultural changes
  - 7.1.2 New settlement
  - 7.1.3 Railroad
  - 7.1.4 Henry Plant/Henry Flagler
  - 7.1.5 Tourism
- 7.2 World War I
  - 7.2.1 Advantages
  - 7.2.2 Contribution
- 7.3 Florida's Boom
  - 7.3.1 Definition
  - 7.3.2 Increase in population
  - 7.3.3 Land development
- 7.4 Depression
  - 7.4.1 Definition
  - 7.4.2 Effects
- 7.5 World War II
  - 7.5.1 Contribution
  - 7.5.2 N.A.S./Jacksonville
  - 7.5.3 Role of Florida
- 7.6 Post-World War II Years
  - 7.6.1 Result
  - 7.6.2 Problems
  - 7.6.3 Cape Canaveral
  - 7.6.4 Tourism in 1960's
  - 7.6.5 Cubans
  - 7.6.6 Civil rights
  - 7.6.7 Walt Disney World

8.0 Government in Florida

- 8.1 State Government
  - 8.1.1 Legislative branch
  - 8.1.2 Senators/ Representatives
  - 8.1.3 Executive branch
  - 8.1.4 Governor
  - 8.1.5 Judicial branch
  - 8.1.6 Constitution
- 8.2 Local Government
  - 8.2.1 County government
  - 8.2.2 Commission
  - 8.2.3 City government
  - 8.2.4 Types
  - 8.2.5 Consolidated government
  - 8.2.6 Example

PERFORMANCE OBJECTIVES
FLORIDA HISTORY, 7,8,9

This semester course is a social studies course with elective credit which places emphasis upon the study of Florida history. The subject matter deals with facts from the early explorers through the development of Florida as a territory and a state to present day Florida governmental structure. A unit on the geography of Florida is also included. Successful completion of this course is based on teacher judgment. A Minimum Level Skills Test is not required.

Performance Objectives

1.0 Geography

1.1 Students will locate the state of Florida when given a map of the United States.

1.2 Students will identify Florida as a peninsula.

1.3 Students will locate the Atlantic Ocean, Gulf of Mexico, major rivers, lakes, and springs when given a map of Florida.

1.4 Students will locate the land forms (lowlands, highlands, the Everglades) when given a map of Florida.

1.5 Students will locate major cities and centers of population when given a map of Florida.

1.6 Students will determine the direction of travel between cities within the state of Florida.

1.7 Students will list five natural resources of Florida.

2.0 Early Inhabitants and Exploration

2.1 Students will demonstrate knowledge of Florida's early Indian inhabitants by:

(1) describing the migration of Indians into the Florida peninsula; and

(2) locating the main tribal areas before the coming of the white man.

2.2 Students will demonstrate knowledge of Spanish exploration and settlement by:

(1) identifying Ponce de Leon as the explorer given credit for the discovery of Florida in 1513.

(2) explaining the significance of the name "La Florida"; and

(3) identifying why Spanish influence spread across Florida.

3.0 International Rivalry

3.1 Students will demonstrate knowledge of French exploration and settlement by:

(1) identifying Jean Ribault as the French explorer who founded Fort Caroline;

(2) locating Fort Caroline when given a map;

(3) describing the loss of Fort Caroline to the Spaniard Menendez as the end of French colonial efforts in Florida; and

(4) identifying other areas of French settlement in the New World.

3.2 Students will demonstrate knowledge of the transfer of Florida from Spain to England by:

(1) locating British colonies in the New World when given a map;

(2) identifying British expansion as a threat to Spain; and

(3) identifying the French and Indian War in 1763 as the event which resulted in England's gaining possession of Florida.

3.3 Students will demonstrate knowledge of changes brought about by the British by:

(1) describing the division of Florida into two separate colonies, East and West Florida;

(2) identifying the capital cities of East and West Florida;

(3) identifying the appointment of governors by the British as an attempt to improve relations with the Indians to develop trade in the colonies; and

(4) identifying the issuing of land grants by the British as an incentive to attract new settlers.

3.4 Students will demonstrate knowledge of Florida during the Revolutionary War period by:

(1) describing Florida's limited role; and

(2) identifying the Treaty of Paris of 1783, as the document which ended British rule in Florida.

3.5 Students will demonstrate knowledge of the second period of Spanish rule by:

(1) identifying problems of Spanish rule, including border wars, illegal invasions, and inability to control its territory;

(2) concluding that Spain's problems led to the transfer of Florida from Spain to the United States; and

(3) identifying James Monroe as the U. S. President who negotiated Florida's purchase from Spain.

4.0 Development of a State

4.1 Students will demonstrate knowledge of Florida's period as a territory by:

(1) identifying Escambia and St. Johns as the first two counties;

(2) identifying Pensacola and St. Augustine as the two major centers of population in the territory;

(3) discussing reasons why Tallahassee was made the capital of the territory;

(4) describing the development of early government in Florida;

(5) identifying communication and transportation as the two greatest problems in Florida's territory; and

(6) identifying agriculture, lumbering, and "wrecking," as factors which led to economic growth in the territory.

4.2 Students will demonstrate knowledge of the Seminole Wars by:

(1) identifying the increase of white settlers as a major cause for the Seminole Wars;

(2) discussing the failure of treaties signed with Florida's Indians;

(3) identifying Osceola as the major leader among the Seminoles; and

(4) describing the effects of the Seminole Wars on the Indians and the development of Florida.

4.3 Students will demonstrate knowledge of the attainment of Florida's statehood by:

(1) explaining that the increase in Florida's population was made possible through federal land grants, allowing Florida to apply for statehood; and

(2) identifying March 3, 1845, as the date Florida was admitted to the United States as the twenty-seventh state of the Union.

4.4 Students will demonstrate knowledge of events which led to Florida's secession by:

(1) discussing reasons why Florida seceded from the Union; and

(2) identifying January, 1861, as the date Florida seceded from the United States.

5.0 Civil War Years, 1861-1865

5.1 Students will demonstrate knowledge of the participation of Florida in the Civil War by:

(1) identifying the supply of salt and cattle as Florida's major contribution to the war effort; and

(2) discussing reasons why very little military action took place in Florida during the Civil War.

5.2 Students will demonstrate knowledge of the Civil War by:

(1) identifying General Robert E. Lee's surrender in April, 1865, as the event marking the end to the Civil War; and

(2) stating that Florida and other Southern states were required to re-enter the Union to preserve unity of the nation.

6.0 Rebuilding the State, 1865-1876

6.1 Students will demonstrate knowledge of Reconstruction by:

(1) defining Reconstruction as a time of rebuilding the South after the Civil War; and

(2) listing steps Florida had to take to again establish a state government and rejoin the Union.

6.2 Students will demonstrate knowledge of post-Civil War years in Florida by:

(1) identifying changes in Florida's government;

(2) identifying two outstanding Florida black politicians during Reconstruction; and

(3) stating ways Florida began economic recovery after the Civil War.

7.0 Growth of Florida

7.1 Students will demonstrate knowledge of the period of change in Florida in the late 1800's by:

(1) stating that changes in agricultural products, from cotton to other farm products and livestock, took place in Florida;

(2) stating that new areas in the state were settled;

(3) identifying the development of the railroad system in Florida as an industry which brought many changes to the state;

(4) naming Henry Plant and Henry Flagler as two important men in Florida's railroad industry; and

(5) identifying tourism as an industry which played a major role in Florida's development.

7.2 Students will demonstrate knowledge of Florida's participation in World War I by:

(1) identifying geography and climate as advantages of Florida for serving as military training centers during World War I; and

(2) naming shipbuilding as one of Florida's contributions to the war effort.

7.3 Students will demonstrate knowledge of Florida's 'boom years' by:

(1) defining 'boom' as a period of great prosperity and growth;

(2) identifying transportation, improvements in agriculture, and increase in tourism as factors which brought many people to Florida; and

(3) explaining that the increase in population brought about land development in the state.

7.4 Students will demonstrate knowledge of the Depression years in Florida by:

(1) defining economic 'depression;' and

(2) describing the effects of the Depression on Florida.

7.5 Students will demonstrate knowledge of Florida's participation in World War II by identifying:

(1) military training centers in Florida as a contribution to the war effort;

(2) the Navy base at Jacksonville as a training center in World War II; and

(3) Florida's role as a base for anti-submarine operations during World War II.

7.6 Students will demonstrate knowledge of Florida's post-World War II years by:

(1) identifying increase in population of Florida as a result of World War II;

(2) listing three problems during this time as poor city planning due to population growth, inadequate educational programs, and the need for highway safety;

(3) identifying the opening of the space center at Cape Canaveral in the 1950's as beginning a new era in Florida's development;

(4) identifying tourism as Florida's major source of income in the 1950's and 1960's;

(5) identifying revolution in Cuba, led by Fidel Castro in 1960, as the event which caused many Cubans to come to Florida;

(6) identifying the 1960's as a period of the Civil Rights movement in Florida; and

(7) identifying the early 1970's as the time of more tourism growth in Florida due to the opening of Walt Disney World.

8.0 Government in Florida

8.1 Students will demonstrate knowledge of state government by:

(1) defining the legislative branch as the branch of government which makes laws;

(2) identifying senators and representatives as the lawmakers or legislators elected from countries in Florida;

(3) defining the executive branch as the branch of government which carries out the laws of the state;

(4) identifying the governor as the chief executive;

(5) defining judicial branch as the branch of government which explains or interprets the laws, and

(6) identifying a constitution as a document which tells how the state will govern itself.

8.2 Students will demonstrate knowledge of local government in Florida by:

(1) defining county government as government of all citizens of a county;

(2) defining a commission as a council of members who make decisions of government;

(3) defining city government as government of only those living in the city itself;

(4) identifying three types of city governments as: mayor and council, commissioner, and council-manager;

(5) defining consolidated government as a government established to eliminate overlapping city/county services; and

(6) selecting Jacksonville as an example of a consolidated government.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
FLORIDA HISTORY, 7,8,9

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
1.0	Geography	1 week		Edward A. Fernald, et al, Florida: Its Heritage and Horizons (Tampa, Florida: Trend House, Inc. 1973.) Banks B. Vest, Jr., et al, Florida: Historical and Contemporary Life in the Sunshine State (Tampa, Florida: Beach Products, Inc., 1974.)	
2.0	Early Inhabitants/ Exploration	2 weeks		Fernald, pp. 10-39. Vest, pp. 1-15.	
3.0	International Rivalry	3 weeks		Fernald, pp. 40-62. Vest, pp. 17-47.	
4.0	Development of a State	2 weeks		Fernald, pp. 63-75. Vest, pp. 49-75.	
5.0	Civil War Years, 1861-1865	2 weeks		Fernald, pp. 76-82. Vest, pp. 77-78.	

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
FLORIDA HISTORY, 7,8,9

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
6.0	Rebuilding the State, 1865-1876	3 weeks		Fernald, pp. 84-86. Vest, pp. 87-95.	
7.0	Growth of Florida	3 weeks		Fernald, pp. 86-94. Vest, pp. 97-171.	
8.0	Government in Florida	2 weeks		Fernald, pp. 164-169. Vest, pp. 225-254.	

FH 13

INTRODUCTION
GEOGRAPHY, 7

State Accreditator Number. . 0410
Course Code Number 2080
F.T.E. Category. 1.00
Instructional Level. . . . . Standard

Report Card Abbreviation . . Geo 7
Length of Course . . . . . Year
Credit 1
Grade Level. 7

Prerequisites

None

Textbook(s)

Educational Challenges, Inc. World Georgraphy (New York: American Book Company, 1979).

Notes to Teachers

The first part of the course is designed to introduce and reinforce skills. These skills should be emphasized and reinforced in the second part of the course which deals with the area studies. Although the textbook deals with different areas, each unit is set up basically in the same manner: topography, resources, ecosystems, population, and linkages. The teacher is encouraged to emphasize specific concepts such as interdependence, industrialization, resources, diversity, change, scarcity, technology, trade, urbanization, and contrast as they would apply to each unit. Minimum Level Skills (MLS) objectives are indicated by asterisks (*). Only MLS objectives will be tested on the Minimum Level Skills Test (MLST).

GEOGRAPHY, 7

1.0 Introduction to Geography

- *1.1 Define Geography
- 1.2 Kings of Geographers
  - *1.2.1 Cartographer
  - 1.2.2 Urban
  - 1.2.3 Economic
  - 1.2.4 Demographer

2.0 Tools of the Geographer

- 2.1 Globe
  - *2.1.1 Definition
  - *2.1.2 Most accurate tool
  - 2.1.3 Major points, parts
- 2.2 Map Projections
  - *2.2.1 Definition
  - 2.2.2 Distortion
  - 2.2.3 Types
- 2.3 Newspaper
  - 2.3.1 Purpose
  - 2.3.2 Parts
  - 2.3.3 Writers
  - 2.3.4 Maps/Graohs
- *2.4 Gathering Data
  - 2.4.1 Graphs
  - 2.4.2 Charts/Tables

3.0 Map Study Skills

- 3.1 Kinds of Maps
  - *3.1.1 Political
  - *3.1.2 Physical
  - 3.1.3 Special purpose maps
- 3.2 Map Reading
  - *3.2.1 Directions
  - *3.2.2 Legend
  - 3.2.3 Scale
  - *3.2.4 Equator/Prime meridian
  - 3.2.5 Latitude/ Longitude
  - 3.2.6 Measurement
  - 3.2.7 Coordinates: location

4.0 Physical Features of the Earth

- 4.1 Continents/Oceans
  - 4.1.1 Identifications
  - *4.1.2 Locations
- 4.2 Landforms
  - *4.2.1 Definitions
  - 4.2.2 Locations/ Identifications
- 4.3 Topography
  - 4.3.1 Definition
  - 4.3.2 Elevation
  - *4.3.3 Topographic relief
- 4.4 Water Forms
  - *4.4.1 Definitions
  - 4.4.2 Locations
- 4.5 Movements of the Earth
  - *4.5.1 Rotation: axis, day, night
  - 4.5.2 Revolution: tilt, seasons
- 4.6 Theory of Continental Drift
  - 4.6.1 Tectonic forces
  - *4.6.2 Erosional forces

5.0 Climate

- *5.1 Climate/Weather
- 5.2 Angle of sun's rays
- 5.3 Role
- *5.4 Factors
- 5.5 General Climate Zones
- 5.6 World Climates

6.0 World Ecosystems

- *6.1 Definition
- 6.2 Description/Location
- 6.3 Factors
- *6.4 Cause of Change

7.0 Population

- *7.1 Definition

* Indicate Minimum Level Skills

GEOGRAPHY, 7

*7.2 Distribution
- 7.2.1 Dense
- 7.2.2 Sparse
- 7.2.3 Uneven

7.3 Effects of Technology/ Environment
7.4 Standard of Living
7.5 Growth Rate
7.6 Changes

8.0 North America

8.1 Physical Features
- *8.1.1 Boundaries
- *8.1.2 Locations
- 8.1.3 Topography
- 8.1.4 Ecosystem change
- *8.1.5 Major river systems
- 8.1.6 Linkages

8.2 Resources
- *8.2.1 Diversity
- 8.2.2 Conservation

8.3 Population
- 8.3.1 Diversity
- 8.3.2 Uneven distribution

8.4 Manufacturing
- *8.4.1 Northeast
- 8.4.2 Diversity/ Specialization
- 8.4.3 Interdependence
- 8.4.4 Greatest source of wealth

8.5 Agriculture
- 8.5.1 Diversity
- 8.5.2 Agribusiness
- 8.5.3 Chief producer: corn, wheat

9.0 Latin America

9.1 Physical Features
- *9.1.1 Boundaries
- *9.1.2 Locations
- 9.1.3 Topography
- 9.1.4 Ecosystems
- 9.1.5 Major river systems
- *9.1.6 Linkages

9.2 Resources
9.3 Population
- 9.3.1 Early civilizations
- 9.3.2 European influence
- 9.3.3 Rapid growth

9.4 Manufacturing
- 9.4.1 Slow industrialization
- 9.4.2 Limited growth

9.5 Agriculture
- 9.5.1 Tropical crops
- 9.5.2 Limiting factors
- *9.5.3 One-crop economies

10.0 Europe

10.1 Physical Features
- *10.1.1 Boundaries
- 10.1.2 Locations
- 10.1.3 Topography
- 10.1.4 Ecosystems
- 10.1.5 Major river systems
- 10.1.6 Linkages

10.2 Resources
- *10.2.1 Western Europe
- 10.2.2 Northern/Southern Europe

10.3 Population
- 10.3.1 Diversity
- 10.3.2 Urbanization

10.4 Dependence on Sea
- 10.4.1 Trade
- *10.4.2 Communication/ Transportation

10.5 Manufacturing
- 10.5.1 Western Europe
- 10.5.2 Eastern Europe
- 10.5.3 Southern Europe
- 10.5.4 Industrialization: hydroelectric power

10.6 Agriculture
- 10.6.1 Limited farm land
- 10.6.2 High production/ Limited land

GEOGRAPHY, 7

- 10.7 Culture
  - *10.7.1 Greek contributions
  - *10.7.2 Roman contributions
  - 10.7.3 Diversity/ Disunity

11.0 Soviet Union

- 11.1 Physical Features
  - *11.1.1 Boundaries
  - 11.1.2 Locations
  - 11.1.3 Topography
  - 11.1.4 Ecosystems
  - 11.1.5 Major river systems
- 11.2 Linkages
- 11.3 Resources
- 11.4 Population
  - 11.4.1 Multi-ethnic
  - *11.4.2 Largest nationality group
- 11.5 Government
- 11.6 Manufacturing
- 11.7 Agriculture
  - 11.7.1 Farms: state, collective
  - *11.7.2 Restriction: climate

12.0 Asia

- 12.1 Physical Features
  - 12.1.1 Boundaries
  - 12.1.2 Locations
  - 12.1.3 Ecosystem influences
  - 12.1.4 Major river systems
  - *12.1.5 Linkage barrier
- 12.2 Resources
- *12.3 Population
- 12.4 Manufacturing
  - 12.4.1 Limited industry
  - 12.4.2 Japan/China
- 12.5 Agriculture
  - 12.5.1 Dependency on monsoons
  - 12.5.2 Intensive land use
  - 12.5.3 World supplier of rubber

13.0 North Africa/Middle East

- 13.1 Physical Features
  - 13.1.1 Boundaries
  - 13.1.2 Locations
  - 13.1.3 Topography
  - *13.1.4 Ecosystems
  - 13.1.5 Major river systems
- 13.2 Linkages
  - 13.2.1 Mediterranean Sea
  - 13.2.2 Crossroads
- *13.3 Resources
- 13.4 Manufacturing
- 13.5 Agriculture
- 13.6 Culture
  - 13.6.1 Religious groups
  - 13.6.2 Major civilizations
- 13.7 Conflict

14.0 Cities

- 14.1 Urban/Suburban Differences
  - 14.1.1 Urban
  - 14.1.2 Suburban
- 14.2 Size/Location
  - 14.2.1 Metropolis
  - 14.2.2 Megalopolis
- 14.3 Functions
  - 14.3.1 Identification
  - 14.3.2 Special functions
  - 14.3.3 Diversification
- 14.4 Location/Growth
  - 14.4.1 Location factors
  - 14.4.2 Growth factors

GEOGRAPHY, 7

14.5 Urban Problems/Solutions

15.0 Local Community Study: Jacksonville

- 15.1 Location
- 15.2 Linkages
  - 15.2.1 Identification
  - 15.2.2 Locations
- 15.3 Major Industries
  - 15.3.1 Identification
  - 15.3.2 Locations
- 15.4 History
- 15.5 Urban Problems
- 15.6 Growth
  - 15.6.1 Direction
  - 15.6.2 Future

PERFORMANCE OBJECTIVES
GEOGRAPHY, 7

Geography is a comparison and contrast of the interrelationship between people, their cultures, and the physical environment of the contemporary world. The study of maps and globes, charts and diagrams, locations, directions, and topographical major features, will be stressed. Incorporated into the course are concepts from other social science disciplines, such as economics, political science, and history. The newspaper is to be used to reinforce skills and as a supplement in area studies. Successful completion of this course is based on teacher judgment and the requirement that students pass the Minimum Level Skills Test.

Performance Objectives

1.0 Introduction to Geography

*1.1 Students will identify the definition of geography.

1.2 Students will demonstrate knowledge of the kinds of geographers by:

*(1) identifying a cartographer as a mapmaker;

(2) classifying an urban geographer as one who studies kinds, growth, and problems of cities;

(3) identifying an economic geographer as one who studies society's attempts at maximum use of goods and services; and

(4) identifying a demographer as one who studies populations and how they change in different environments.

2.0 Tools of the Geographer

2.1 Students will demonstrate knowledge of a globe by:

*(1) defining a globe as a model of the earth;

*(2) identifying a globe as a geographer's most accurate tool showing true shape, size to scale, distance, and direction; and

* Indicates Minimum Level Skills

(3) locating on a globe the equator, prime meridian, North Pole, South Pole, International Date Line, Western Hemisphere, and Eastern Hemisphere.

2.2 Students will demonstrate knowledge of map projections by:

*(1) defining a map projection as a drawing of the round earth on a flat surface;

(2) giving examples of distortion using different types of maps;

(3) identifying two of the following types of maps: Mercator, polar, equal-area, and interrupted equal-area.

2.3 Students will demonstrate knowledge of the newspaper by:

(1) identifying the purpose of the newspaper as a medium to inform and influence;

(2) listing the parts of the newspaper;

(3) explaining how individual writers can influence content; and

(4) listing specific facts obtained from maps and graphs.

*2.4 Students will demonstrate the ability to gather data by:

(1) listing specific facts when given different types of graphs, including circle or pictograph; and

(2) selecting specific facts when given a chart or table.

3.0 Map Study Skills

3.1 Students will demonstrate knowledge of kinds of maps by:

*(1) identifying a political map as one that shows boundaries of countries and other political units;

*(2) identifying a physical map as one showing land and water forms; and

(3) identifying the purpose of a map by using the symbols in the map key.

3.2 Students will demonstrate knowledge of map reading skills by:

*(1) identifying from a group of compass roses the example correctly labeled in the generally accepted manner as to primary and secondary directions;

*(2) using the legend to determine the meaning of at least three symbols on a map;

(3) computing the distance between two points, in both metric measurement and the English system (miles);

*(4) identifying the equator as 0° of latitude and the prime meridian as 0° of longitude;

(5) identifying the definitions of lines of latitude and lines of longitude;

(6) using degrees, (°), minutes ('), and seconds (") as units of measurements in stating latitude and longitude; and

(7) given the latitude and longitude coordinates, locating at least two specific places.

4.0 Physical Features of the Earth

4.1 Students will demonstrate knowledge of the division of the earth into land and water areas by identifying a continent as the largest land form, an ocean as the largest body of salt water, and by:

(1) naming the seven continents and four oceans; and

*(2) locating and identifying on a globe or a world map, four continents and two oceans.

4.2 Students will demonstrate knowledge of landforms by:

*(1) identifying the definitions of three of the following: island, peninsula, cape, isthmus, delta, archipelago; and

(2) locating and identifying on a world map, an island, isthmus, peninsula, cape, and archipelago.

4.3 Students will demonstrate knowledge of topography by:

(1) identifying the definition of topography;

(2) identifying that sea level is the starting point for measuring elevation; and

*(3) identifying mountains, hills, plains, and plateaus as examples of topographic relief.

4.4 Students will demonstrate knowledge of water forms by:

*(1) identifying the definitions of three of the following: ocean, sea, gulf, bay, lake, strait, river, tributary, canal; and

(2) locating oceans, seas, gulf, bays, lakes, straits, rivers, and tributaries on a map.

4.5 Students will demonstrate knowledge of movements of the earth by:

*(1) naming the rotation of the earth on its axis as the cause of day and night; and

(2) identifying seasonal changes as the result of the earth's revolution and tilt.

4.6 Students will demonstrate knowledge of the theory of continental drift by:

(1) identifying tectonic forces as those responsible for shifts in the earth's continents; and

*(2) identifying water, glaciers, winds, and ocean currents as erosional forces that wear down the earth's surface.

5.0 Climate

*5.1 Students will demonstrate knowledge of climate and weather by selecting a correct definition of each term.

5.2 Students will explain how the curved surface of the earth causes the sun's rays to strike the earth at different angles, causing differences in climate.

5.3 Students will demonstrate knowledge of the role of climate by identifying that plant life, animal life, and people's activities are limited by climate.

*5.4 Students will identify factors which affect climate to include latitude, altitude, winds, mountains, currents, and nearness to water.

5.5 Students will identify different general climate zones by using the low, middle, and high latitudes as boundary lines.

5.6 Students will identify the different climate regions of the world.

6.0 World Ecosystems

*6.1 Students will define an ecosystem as the relationship between the living and nonliving things in a region.

6.2 Students will describe and locate on a map two of the following major world ecosystems: arctic, grassland, desert, mountain, and marine.

6.3 Students will list the three most important factors in forming an ecosystem.

*6.4 Students will identify people as the cause of most changes in ecosystems.

7.0 Population

*7.1 Students will identify the definition of population as the total number of people in a country or region.

*7.2 Students will demonstrate knowledge of the relationship between population and distribution by:

(1) identifying dense population;

(2) identifying sparse population; and

(3) identifying that the world-wide distribution of people is uneven.

7.3 Students will identify technology and environment as factors which determine how many people live in an area.

7.4 Students will identify the definition for the term 'standard of living.'

7.5 Students will identify the definition for the term 'population growth rate.'

7.6 Students will list the factors which contribute to changes in population growth.

(7) explaining the Supreme Court ruling in the Dred Scott Decision;

(8) describing what the slave revolts did for the cause of abolition including the acts of Nat Turner and John Brown; and

*(9) identifying the effect Lincoln's election had on the country.

6.3 Students will demonstrate comprehension of the Civil War by the following methods:

(1) identifying the states that seceded from the Union and formed the Confederate States of America;

*(2) identifying from a list, Northern and Southern advantages and disadvantages;

(3) comparing the Southern and Northern plans for the war;

*(4) identifying Lincoln's main goal regarding the war;

(5) discussing the results of the Emancipation Proclamation;

(6) identifying the economic effects the war had on the North and the South;

(7) relating the Northern victories at Gettysburg and Vicksburg to the Northern plan for the war; and

(8) listing three (3) results of the war.

6.4 Students will compare the lives of the citizens of two cities, using the case studies "New York 1860-1865"and "Atlanta 1860-1865", and the effects the Civil War had on the people of both cities.

6.5 Students will examine Reconstruction by the following methods:

*(1) identifying problems occurring in the south during the reconstruction period;

(2) comparing the major differences in the various Reconstruction Plans;

*(3) identifying the method used by Congress in its effort to remove Andrew Johnson from office;

(4) identifying the purpose of the Black Codes; and

(5) summarizing the scandals that took place during the Reconstruction Era.

7.0 Growth

7.1 Students will identify that continuous growth of all parts of American life after 1875 led to the establishment of the U. S. as one of the most powerful industrial nations in the world.

7.2 Students will comprehend the extension of rights by the following methods:

*(1) identifying the effects of the Thirteenth, Fourteenth, and Fifteenth Amendments on the lives of the former slaves; and

(2) explaining women's rights during this time period.

7.3 Students will demonstrate comprehension of the new economic developments in the U. S. by the following methods:

(1) identifying the farming system that developed in the post Civil War South;

(2) identifying two (2) uses of "new" natural resources; and

(3) explaining the successive steps in the development of the frontier.

7.4 Students will demonstrate comprehension of industrial developments by the following methods:

(1) identifying changes and inventions that led to technological developments;

*(2) identifying the major contributions to the big business by Andrew Carnegie and John D. Rockefeller;

(3) explaining the effect geographic distribution of resources has on the location of new industry in the U. S.;

(4) defining corporations, trusts, and monopolies and the effect they have on business; and

(5) summarizing reasons businesses wanted a transcontinental railroad.

7.5 Using the case study "Abilene 1865-1875", students will explain the growth of a western city as it relates to location and the reasons this growth did not continue.

7.6 Students will evaluate problems of growth by the following methods:

*(1) identifying from quotes the best example of laissez-faire policy;

(2) identifying the political role of the Grange;

(3) identifying early labor unions and the role they played in improving working conditions;

*(4) identifying from a description of an action by labor which technique is being used to combat the power of industry;

(5) comparing city bosses and political machines and their use of economic and political forces in city corruption; and

(6) summarizing the intolerances shown to minorities during the 1880's and 1890's.

7.7 Students will explain the Interstate Commerce Act and the Pendleton Act and their relation to government reform.

*7.8 Students will identify the three (3) main ideas of the Populist platform.

7.9 Students will discuss the loss of civil rights by blacks by the end of the 1890's and the reasons for this loss.

7.10 Students will demonstrate knowledge of overseas expansion by the following methods:

*(1) identifying from a reading a description of imperialism; and

(2) identifying the causes of the Spanish-American War and the territories gained from this war.

7.11 Students will evaluate the Progressive Movement by the following methods:

(1) listing examples of sports, music, and literature that were used to fill increased free time for Americans;

*(2) identifying examples of three (3) reforms begun during the Progressive Movement;

(3) summarizing the economic and political changes that occurred during the Progressive Era; and

(4) explaining that an increased participation by citizens in the operation of government resulted in the increased involvement of government in the economy of the U. S.

7.12 Students will relate the case study "Chicago 1870-1890", to the poem "Chicago" by Carl Sandberg.

8.0 Conflict

8.1 Students will comprehend that different interests and purposes regarding the use of resources in a complex society may stimulate conflict.

8.2 Students will evalute the foreign policy of the U. S. between the Civil War and World War I by the following methods:

*(1) identifying from a reading a description of isolationist attitudes;

(2) explaining the purpose of the Open Door Policy;

(3) summarizing the steps involved in the building of the Panama Canal; and

(4) justifying the American role as a police power for the Western Hemisphere.

8.3 Students will demonstrate comprehension of World War I by the following methods:

(1) identifying the Allied Powers and the Central Powers;

(2) explaining neutral rights;

*(3) identifying major developments which led the U. S. to move from a position of neutrality to open involvement in World War I;

(4) summarizing American contributions to the war efforts; and

*(5) identifying different points of view on the peace efforts and League of Nations after World War I from readings or case studies.

8.4 Students will summarize the influence the automobile had on American life-styles using the case study "Detroit 1900-1920".

8.5 Students will evalutate the Twenties in America by the following methods:

*(1) identifying how new forms of entertainment began to affect our American culture;

(2) describing the purpose and effect of prohibition;

(3) summarizing the struggle for equal rights by blacks and women; and

(4) explaining the Red Scare, certain Immigration Laws, and Ku Klux Klan have prejudice as a common trait.

8.6 Students will demonstrate knowledge of the Great Depression by the following methods:

*(1) identifying underlying causes of the Great Depression; and

(2) outlining the immediate and long-range effects of the Great Depression on the role of government in the U. S.

8.7 Students will summarize three (3) New Deal programs begun by F. D. Roosevelt.

8.8 Students will contrast "Muncie 1920-1935" with Jacksonville, Florida, of the same time period.

8.9 Students will demonstrate comprehension of World War II by the following methods:

(1) identifying the major countries and leaders of the Allied Powers and the Axis Powers;

*(2) identifying how the Lend-Lease Act ended U. S. neutrality in World War II;

(3) summarizing the American role in Europe and Africa;

(4) summarizing the American role in the Pacific;

*(5) identifying the final events which ended World War II in Europe and the Pacific; and

(6) explaining the pros and cons of the long range effects associated with the use of the atomic bomb at Nagasaki and Hiroshima.

8.10 Students will explain how technology contributes to the development of a city after reading the case study "Los Angeles 1940-1955".

9.0 Challenge

9.1 Students will comprehend that the survival of humanity is dependent upon people working out effective accommodations with the physical and social environment.

9.2 Students will demonstrate knowledge of the Cold War by the following methods:

(1) identifying the role of the United Nations in maintaining world peace; and

(2) identifying the countries which are members of NATO and the purpose of NATO as an organization.

9.3 Students will demonstrate comprehension of the challenges occurring in Asia by the following methods:

(1) identifying reasons for U. S. involvement in Korea; and

(2) explaining the "domino theory" and its relation to communism.

9.4 Students will discuss the denial of rights that occurred in various forms in the U. S. in the 1950's.

9.5 Students will demonstrate comprehension of the American and Soviet Union's role in the space race.

9.6 Students will comprehend social awareness by the following methods:

(1) identifying two (2) of President Kennedy's major administration efforts;

(2) explaining the problems posed by the Cuban missile crisis with Castro and the U. S.;

(3) explaining President Johnson's "Great Society";

(4) identifying Cesar Chavez as a leader of Mexican-American rights;

(5) describing Martin Luther King's effect on the Civil Rights Movement; and

(6) identifying methods used by youth to express their dissatisfaction with the problems of the 1970's.

9.7 Students will compare the growth of Houston with two (2) other major cities by use of the case study "Houston 1950-1975".

9.8 Students will evaluate the challenges faced today by the following methods:

(1) describing Nixon's efforts to withdraw American forces from Vietnam;

(2) identifying the conflicts in the Middle East and how they could possibly increase the risk of war;

(3) listing problems all minorities have in common;

(4) discussing the problems of Watergate and how they relate to the problems of big government; and

(5) outlining three (3) social issues and the effects they will have on the 1980's.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
1.0	Skills	All year	MLST	Frank Freidel, et al, America Is (Columbus, Ohio: Charles E. Merrill, 1978)	Truly America - A biographical series (Duval County School Board, ITV Department, Videotapes).
2.0	Opportunity	4 weeks	MLST	Freidel, pp. 2-63	Frank Freidel, et al, America Is Discovery Book (Columbus, Ohio: Charles E. Merrill, 1978). Finding Our Way, "Early Maps and Globes" (Duval County School Board, ITV Department, Videotapes). This is Fredeica, Film (Contact: Chief of interpretations and Historical Services, Rt. 4 Box 286-C, St. Simons Island, Ga. 31522)
3.0	Independence	4 weeks	MLST	Freidel, pp. 66-119, 524-528	Freidel, Discovery Book.
4.0	Democracy	4 weeks	MLST	Freidel, pp. 122-187	Freidel, Discovery Book.
5.0	Expansion	3 weeks	MLST	Freidel, pp. 190-227	Freidel, Discovery Book.

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KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
6.0	Division	4 weeks	MLST	Freidel, pp. 230-285	Freidel, Discovery Book.
7.0	Growth	5 weeks	MLST	Freidel, pp. 288-365	Freidel, Discovery Book.
8.0	Conflict	5 weeks	MLST	Freidel, pp. 368-453	Freidel, Discovery Book.
9.0	Challenge	3 weeks		Freidel, pp. 456-521	Freidel, Discovery Book.

8.0 North America

8.1 Students will demonstrate knowledge of the physical features of North America by:

*(1) identifying on a map of North America the water boundaries;

*(2) locating on a map the following cities: Chicago, Los Angeles, Washington, D.C., and Ottawa;

(3) locating and identifying on a map topographical features of North America, including the Rocky Mountains, Appalachian Mountains, Great Plains, Continental Divide, and Canadian Shield;

(4) explaining how one ecosystem in North America has been changed by technology;

*(5) locating on a map of North America, the Mississippi and St. Lawrence Rivers and identifying them as major transportation and drainage systems; and

(6) identifying examples of three types of linkages.

8.2 Students will demonstrate knowledge of resources in the United States and Canada by:

*(1) selecting diversity of natural resources as a reason for the United States becoming a world manufacturing center; and

(2) explaining why conservation has become a national issue to the United States and Canada.

8.3 Students will demonstrate knowledge of population by completing the following:

(1) identification of four of the immigrant groups which are a part of the United States and Canada; and

(2) explanation of uneven population distribution.

8.4 Students will demonstrate knowledge of manufacturing by:

*(1) identifying the Northeast (Great Lakes area) as the major industrial area of the continent;

(2) listing some of the products of the United States and Canada;

(3) explaining that Canada and the United States are dependent on each other for markets and goods; and

(4) identifying manufacturing as the greatest source of wealth to the economies of the United States and Canada.

8.5 Students will demonstrate a knowledge of agriculture in the United States and Canada by:

(1) indicating on a map the different crops for the different regions of Canada and the United States;

(2) describing the growth of farming into agribusiness; and

(3) identifying North America as the world's greatest producer of corn and wheat.

9.0 Latin America

9.1 Students will demonstrate knowledge of the physical features of Latin America by:

*(1) identifying the United States as the northern boundary of Latin America;

*(2) locating on a map of Latin America: Mexico, Central America, Caribbean Islands, Brazil, and Argentina;

(3) locating on a map of Latin America the major landforms, including the Atacama Desert, Baja Peninsula, Andes Mountains, Sierra Madre Mountains, and Yucatan Peninsula;

(4) identifying the two major geographical features which influence Latin America's ecosystem;

(5) identifying the major river systems of Latin America including the Amazon River, Platte River, and Orinoco River; and

*(6) locating on a map of Latin America the Panama Canal and the Amazon River, and identifying them as major linkages.

9.2 Students will list resources and describe the reasons for lack of their development.

9.3 Students will demonstrate knowledge of the population of Latin America by:

(1) listing three early civilizations;

(2) identifying the European groups who influenced development; and

(3) identifying the growth rate of Latin America as rapid.

9.4 Students will demonstrate knowledge of manufacturing in Latin America by:

(1) identifying that most countries, with the exception of Brazil, have been slow to industrialize; and

(2) explaining why so few nations have developed their industries.

9.5 Students will demonstrate knowledge of agriculture by:

(1) labeling bananas, coffee, and sugar cane as examples of tropical crops;

(2) listing limiting factors of agricultural development; and

*(3) identifying that the economy of most countries depends on one crop.

10.0 Europe

10.1 Students will demonstrate knowledge of the physical features of Europe by:

*(1) identifying the major water boundaries of Europe, including the Arctic Ocean, the Atlantic Ocean and the Mediterranean Sea;

(2) locating on a map of Europe the major countries and cities, including London, Paris, Rome, Athens, United Kingdom, Italy, France, Spain, Poland, and West Germany;

(3) identifying the major topographical features of Europe including the Alps, Pyrenees, and Balkan Mountains;

(4) explaining the influence of the sea on Europe's ecosystems;

(5) identifying and locating on a map of Europe the major river systems including the Thames, Danube, Rhine, Rhone, Elbe, and Oder; and

(6) explaining the importance of linkages to trade.

10.2 Students will demonstrate knowledge of the resources in Europe by:

*(1) identifying Western Europe as the major source of resources; and

(2) comparing the resources of Northern and Southern Europe.

10.3 Students will demonstrate knowledge of population in Europe by:

(1) identifying at least four nationality groups; and

(2) indicating that most Europeans live in urban areas.

10.4 Students will demonstrate knowledge of European dependence on the sea by:

(1) explaining how the need for outside markets has increased their dependency on the sea; and

*(2) identifying that transportation and communication with other nations has been easier because of closeness of the seas.

10.5 Students will demonstrate knowledge of manufacturing by:

(1) identifying that production of steel and mining are the major activities of Western Europe;

(2) identifying that production of capital goods (rather than consumer goods) is emphasized in Eastern Europe;

(3) identifying that Southern Europe has been slow to industrialize; and

(4) explaining that the use of hydroelectricity has helped countries with limited resources to become highly industrialized.

10.6 Students will demonstrate comprehension of agriculture by:

(1) describing the necessity of intensive farming due to population density; and

(2) inferring that the yield of farm production is high despite limited farm land.

10.7 Students will demonstrate knowledge of European culture by:

*(1) identifying the major Greek contribution as the democratic form of government;

*(2) listing the chief Roman contributions as law and language; and

(3) selecting strong nationalism and cultural diversity as deterents to cooperation and unity in Europe.

11.0 Soviet Union

11.1 Students will demonstrate knowledge of the physical features of the Soviet Union by:

*(1) identifying that the boundaries of the Soviet Union stretch across the two continents of Europe and Asia;

(2) locating on a map the major cities of the Soviet Union including Moscow, Vladivostock, Archangel, and Leningrad;

(3) identifying on a map the major land and water forms including the Ural Mountains, Caucasus Mountains, Aral Sea, Lake Baikal;

(4) naming three of the natural zones or ecosystems; and

(5) locating and identifying on a map the major river systems of the Soviet Union, including the Ob, Yenisei, Don, and Volga.

11.2 Students will demonstrate knowledge of linkages in the Soviet Union by explaining how transportation and communication are limited by its vast size.

11.3 Students will list the resources available in the Soviet Union.

11.4 Students will demonstrate knowledge of population by:

(1) identifying the population as multi-ethnic; and

*(2) selecting the Russians as the largest nationality group.

11.5 Students will identify communism in the Soviet Union today as the type of government in which all property is owned by the state.

11.6 Students will demonstrate knowledge of manufacturing by identifying European Russia as the major manufacturing center.

11.7 Students will demonstrate knowledge of agriculture in the Soviet Union by:

(1) contrasting a state farm with a collective farm; and

*(2) selecting the cold climate as a reason why agriculture is restricted.

12.0 Asia

12.1 Students will demonstrate knowledge of the physical features of Asia by:

(1) identifying the major boundaries;

(2) locating on a map of Asia: China, Japan, and India;

(3) identifying the monsoons and Himalaya Mountains as the two major influences on Asian ecosystems;

(4) identifying and locating on a map of Asia the major river systems, including the Yangtze, Ganges, Indus, Mekong, and Irrawaddy; and

*(5) identifying the Himalayas as the major barrier to contact between the different parts of Asia.

12.2 Students will identify that in Asia there is a lack of mineral and energy resources.

*12.3 Students will identify Asia as the most populated region in the world.

12.4 Students will demonstrate knowledge of industry by:

(1) citing lack of energy, late technological development, and lack of mineral resources as reasons for limited industry; and

(2) comparing successful industrialization in Japan with the slow growth of industry in China.

12.5 Students will demonstrate comprehension of agriculture by:

(1) describing the importance of monsoons to land use;

(2) explaining why Asians must use intensive farming; and

(3) identifying Asia as a world supplier of rubber.

13.0 North Africa and the Middle East

13.1 Students will demonstrate knowledge of the physical features of North Africa and the Middle East by:

(1) locating on a map, North Africa and the Middle East and identifying their boundaries;

(2) locating on a map of North Africa and the Middle East the major land and water forms, including the Sahara and Arabian Desert, Red Sea, Dead Sea, Atlas Mountains, and the Persian Gulf;

(3) locating on a map of North Africa and the Middle East the following countries, including Israel, Iran, Jordan, Syria, Egypt, Saudi Arabi, and Morocco;

*(4) identifying the lack of rainfall as the major reason for many desert ecosystems in this region; and

(5) locating and identifying on a map of North Africa and the Middle East the major river systems, including the Tigris, Euphrates, and the Nile.

13.2 Students will demonstrate knowledge of the role of linkages in the development of the Middle East by:

(1) identifying the Mediterranean Sea as important to world trade and defense; and

(2) identifying the area as a crossroads of past and present world trade.

*13.3 Students will identify petroleum as the primary resource.

13.4 Students will demonstrate knowledge of manufacturing by identifying that industrialization is limited.

13.5 Students will identify agriculture as the chief occupation of the Middle East and North Africa.

13.6 Students will demonstrate knowledge of the culture by:

(1) identifying the major religious groups; and

(2) identifying Islamic customs and traditions as the unifying force of the major civilizations of the area.

13.7 Students will identify a conflict involving North Africa and the Middle East.

14.0 Cities

14.1 Students will demonstrate knowledge of cities by:

(1) defining urban; and

(2) defining suburban.

14.2 Students will demonstrate knowledge of the size of cities by:

(1) identifying 'metropolis' and locating one on a map; and

(2) defining 'megalopolis' and locating one on a map.

14.3 Students will demonstrate comprehension of the functions of cities by:

(1) identifying the primary function as provision of services;

(2) identifying special functions; and

(3) explaining the need for diversification.

14.4 Students will demonstrate knowledge of the location and growth of cities by:

(1) listing at least two reasons for location of cities; and

(2) identifying two factors influencing growth.

14.5 Students will identify urban problems and generate a possible solution for one problem.

15.0 Local Community Study: Jacksonville

15.1 Students will locate Jacksonville on a political map of Florida.

15.2 Students will demonstrate knowledge of linkages in Jacksonville by:

(1) identifying the major linkages; and

(2) locating the major linkages on a map, including I-95, Craig Field, Jacksonville International Airport, Blount Island, Talleyrand Docks, Mathews Bridge, Hart Bridge, Fuller-Warren Bridge, Buckman Bridge, Alsop Bridge, and Acosta Bridge.

15.3 Students will demonstrate knowledge of major industries by:

(1) listing the major industries: U.S. Navy, St. Regis Paper Company, Anheuser Busch, Maxwell House, shipyards, insurance, and import business; and

(2) locating the major industries on an area map.

15.4 To demonstrate knowledge of Jacksonville history, students will briefly describe the history, including early settlers (Isaiah Hart, Spanish and French, Indians); hardships (disease, 1901 fire); and development of trade, transportation, and recources.

15.5 Students will identify urban problems facing Jacksonville including pollution, slums, poverty, crime, high energy costs, beach erosion, and poor drainage,

15.6 Students will analyze growth in Jacksonville by:

(1) concluding that the south and southeast are the main directions of Jacksonville's growth after comparing population and land use maps of Jacksonville, and

(2) discussing future growth based on efforts to attract major industries and improvements in the school system.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

GEOGRAPHY, 7

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
1.0	Introduction to Geography	1 week	MLST	Educational Challenges, Inc., World Geography (New York: American Book Company, 1979), pp. XV-XIX, 23, 129.	John J. Bostingl, Introduction to the Social Sciences (Boston: Allyn and Bacon, Inc., 1980), pp. 273-74. William B. Conroy, Teaching World Geography (Portland: J. Weston Walch, 1976), P. 11. Herbert H. Gross, World Geography (Chicago: Follett, 1980), pp. 52, 274. World Geography (Atlanta: American Book Company, 1979). (Chapter and Unit Tests).
2.0	Tools of the Geographer	2 weeks	MLST	Educational Challenges, Inc., pp. XX-XXI, 73, 467.	Dretha Emo, Newspaper As a Resource in Geography (available through Educational Services, Florida Publishing Company). Finding Our Way, "Tools We Need", and "Projecting this Earth" (Duval County School Board, ITV Dept., videotapes).

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
GEOGRAPHY, 7

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
2.0	Tools of the Geographer (continued)				Florida Times-Union (Florida Publishing Company). Globe: Examples of wall and desk map projections. Gross, pp. 42-47, 52-63. World Geography (Chapter and Unit Tests).
3.0	Map Study Skills	3 weeks	MLST	Educational Challenges, Inc., pp. XX-XXI, 6, 145, 184, 192-203, 360.	Finding Our Way, "Maps for Every Purpose", "Language of Symbols", "Scaling Down the World", "East West Lines", "North South Lines", and "Maps for Every Purpose". Gross, pp. 42-55. Carole Simon Pugliese, Performing Map Skills (Atlanta: American Book Company, 1979). (Workbook). Jay L. Weisman, Advancing Map Skills (Atlanta: American Book Company, 1979). (Workbook). World Geography (Chapter and Unit Tests).

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
GEOGRAPHY, 7

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
4.0	Physical Features of the Earth	2 weeks	MLST	Educational Challenges, Inc., pp. 2-27, 30-32, 174- 89.	Finding Our Way, "The Meaning of Relief". Gross, pp. 76-131. Pugliese (Workbook). Walch, pp. 23-25. Jay L. Weisman (Workbook). World Geography (Chapter and Unit Tests).
5.0	Climate	1 week	MLST	Educational Challenges, Inc., pp. 28-53, 135.	Gross, pp. 154-85, 194. Walch, pp. 23-34. World Geography (Chapter and Unit Tests).
6.0	World Ecosystems	1 week	MLST	Educational Challenges, Inc., pp. 80-107.	Gross, pp. 204-11. Weisman, p. 46. World Geography (Chapter and Unit Tests).

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
GEOGRAPHY, 7

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
7.0	Population	1 week	MLST	Educational Challenges, Inc., pp. 110-31.	Gross, pp. 262-84. World Geography (Chapter and Unit Tests).
8.0	North America	3 weeks	MLST	Educational Challenges, Inc., pp. 206-37, 132-43, 174-91.	Gross, pp. 480-523. Pugliese, pp. 10-14, 23-24. Walch, pp. 58-73. Weisman, pp. 13, 15, 62.
9.0	Latin America	3 weeks		Educational Challenges, Inc., pp. 174-91, 238-73.	Pugliese, pp. 15-16. World Geography (Chapter and Unit Tests). Weisman, pp. 16, 39, 50-51.
10.0	Europe	3 weeks		Educational Challenges, Inc. pp. 174-91. 274-31.	Weisman, pp. 42-43. World Geography (Chapter and Unit Tests).

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
GEOGRAPHY, 7

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
11.0	Soviet Union	3 weeks		Educational Challenges, Inc., pp. 174-91, 312-35.	Pugliese, pp. 37-38. World Geography (Chapter and Unit Tests).
12.0	Asia	3 weeks		Educational Challenges, Inc.,	Pugliese, pp. 40-43. Weisman, pp. 40, 54. World Geography (Chapter and Unit Tests).
13.0	North Africa/ Middle East	2 weeks		Educational Challenges, Inc., pp. 132-35, 174-91, 408-37.	Pugliese, pp. 31-33, 39. World Geography (Chapter and Unit Tests).
14.0	Cities	2 weeks	MLST	Educational Challenges, Inc., pp. 156-73.	World Geography (Chapter and Unit Tests).
15.0	Local Community Study: Jacksonville	1 week			Florida Times-Union (Florida Publishing Company). Historical Preservation Society.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

GEOGRAPHY, 7

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
15.0	Local Community Study: Jacksonville (continued)				Jacksonville Roundtable. Media Center: Magazine, "Jacksonville". 1980 Census. 1990 Comprehensive Plan: Map Supplement (Jacksonville Area Planning Board).

INTRODUCTION
GEOGRAPHY 7, ADVANCED

State Accreditator Number. . 0410
Course Code Number 2081
F.T.E. Category. 1.00
Instructional Level. . . . . Advanced

Report Card Abbreviation . . Geo 7 Adv
Length of Course . . . . . Year
Credit 1
Grade Level. 7

Prerequisites

Teacher recommendation

Textbook(s)

Gross, Herbert H., World Geography (Chicago: Follett Publishing Company, 1980).

Notes to Teachers

The first part of Geography deals with the nature of the subject, and the kinds of problems which it investigates. The methods used by geographers, and the implications of man's changing interrelationship with the earth are also covered.

The second section, regional studies, provides an in-depth exploration of the evolution of settlement, culture, economy, and political forms in each area, treated in historical perspective as well as in current context. Ideas introduced in the first section are to be applied as the student's understanding of each area is developed. The study of areas in their spatial frame is the ultimate goal, with the use of analysis, interpretation and relation of regional information.

Minimum Level Skills (MLS) objectives are indicated by asterisks (*). Only MLS objectives will be tested on the Minimum Level Skills Test (MLST).

GEOGRAPHY 7, ADVANCED

1.0 What Geography Is About

- *1.1 Definition
- 1.2 Scientific Approach:
  - *1.2.1 Facts
  - 1.2.2 Hypotheses
  - 1.2.3 Theories
  - 1.2.4 Laws
- 1.3 Historical Analysis
  - 1.3.1 Definition
  - 1.3.2 Application
- 1.4 Spatial Interaction
- *1.5 Areal Differentiation
  - 1.5.1 Physical geography
  - 1.5.2 Cultural geography
  - 1.5.3 Economic geography
- 1.6 Kinds of Geographers
  - *1.6.1 Cartographer
  - 1.6.2 Demographer
  - 1.6.3 Economic
  - 1.6.4 Urban

2.0 Tools of Geographer

- 2.1 Globe
  - *2.1.1 Definition
  - *2.1.2 Most accurate tool
  - 2.1.3 Locate major points/parts
- 2.2 Map projections
  - *2.2.1 Definition
  - 2.2.2 Distortion
  - 2.2.3 Mercator/Mollweide
- 2.3 Data
  - *2.3.1 Graphs
  - *2.3.2 Charts, tables
  - 2.3.3 Photographs/ Illustrations
- 2.4 Newspaper
  - 2.4.1 Purpose
  - 2.4.2 Organization
  - 2.4.3 Writers
  - 2.4.4 Editorial page
  - *2.4.5 Article

3.0 Map Study Skills

- 3.1 Kinds of maps
  - *3.1.1 Political
  - *3.1.2 Physical
  - 3.1.3 Special purpose maps
- 3.2 Map Reading
  - *3.2.1 Directions
  - *3.2.2 Legend
  - 3.2.3 Scale
  - *3.2.4 Equator/Prime meridian
  - *3.2.5 Latitude/Longitude
  - 3.2.6 Measurement
  - 3.2.7 Latitude/Longitude coordinates

4.0 Physical Features of the Earth

- 4.1 Continents/Oceans
  - 4.1.1 Identification
  - *4.1.2 Location
- 4.2 Landforms
  - *4.2.1 Definition
  - 4.2.2 Specific locations
- 4.3 Topography
  - 4.3.1 Definition
  - *4.3.2 Elevation
  - *4.3.3 Topographic relief
- 4.4 Waterforms
  - *4.4.1 Definitions
  - 4.4.2 Locations
- 4.5 Movement of the Earth
  - *4.5.1 Rotation: axis
  - 4.5.2 International date line
  - 4.5.3 Revolution: tilt

GEOGRAPHY 7, ADVANCED

5.0 Climate
- *5.1 Climate
- 5.2 Angle of sun's rays
- 5.3 Role
  - 5.3.1 Limitations
  - 5.3.2 Technology
- *5.4 Factors
- *5.5 General Classifications
- 5.6 Specific Classifications
- 5.7 Climate Vegetation Regions

6.0 Population
- *6.1 Definition
- 6.2 Demographer
- 6.3 Population Growth
- *6.4 Distribution
  - 6.4.1 Density
  - 6.4.2 Uneven
- 6.5 Population Growth Rate
- 6.6 Future Problems: Possible Solutions

7.0 Culture
- *7.1 Definition
- 7.2 Cultural Components
- 7.3 Cultural Diffusion

8.0 Europe: Northern/Western/Southern
- 8.1 Physical Features
  - *8.1.1 Boundaries
  - *8.1.2 Locations: countries
  - 8.1.3 Major river systems
  - 8.1.4 Topography
  - *8.1.5 Climate
  - 8.1.6 Natural resources
- 8.2 Culture
  - 8.2.1 Common components
  - 8.2.2 Artists/Musicians/Writers
- 8.3 Manufacturing
  - *8.3.1 Western Europe: steel
  - *8.3.2 Industrialized areas
  - *8.3.3 Ruhr Valley
  - 8.3.4 Northern Europe
  - 8.3.5 Scandinavia: major exports
  - 8.3.6 Mediterranean lands: limited industry
  - 8.3.7 Northern Italy: heavy industry
- 8.4 Agriculture
  - 8.4.1 Total region
  - *8.4.2 Western Europe
  - 8.4.3 Northern Europe
  - 8.4.4 Cooperatives
  - 8.4.5 Mediterranean lands
- 8.5 Trade
  - 8.5.1 Common Market
  - 8.5.2 Sources of foreign income
  - 8.5.3 GNP
- 8.6 Spatial Relationships
  - 8.6.1 Central Europe
  - 8.6.2 Mediterranean lands
  - 8.6.3 Scandinavia

9.0 Eastern Europe/Soviet Union
- 9.1 Physical Features
  - *9.1.1 Boundaries
  - *9.1.2 Locations: nations
  - 9.1.3 Topography
  - 9.1.4 Major river systems
  - 9.1.5 Climate
  - *9.1.6 Natural resources
- 9.2 Culture
  - *9.2.1 Diversity
  - 9.2.2 Diffusion
- 9.3 Government

GEOGRAPHY 7, ADVANCED

- 9.4. Manufacturing
  - *9.4.1 Government control
  - 9.4.2 Industry: heavy, light
  - 9.4.3 Emphasis
- 9.5 Agriculture
  - 9.5.1 Chief products
  - 9.5.2 Collective/State farms
  - 9.5.3 Efforts to increase production
  - *9.5.4 Chief agricultural areas
- 9.6 Trade
  - 9.6.1 Mainly with Eastern Europe
  - 9.6.2 COMECON
- 9.7 Spatial Relationships
  - 9.7.1 Restricted population, cities, land use
  - 9.7.2 Restricted industrial development
  - 9.7.3 Siberia
- 9.8 Geo-cultural Comparison/ Contrast: Soviet Union/ Western Europe
  - 9.8.1 Geographic Location
  - 9.8.2 Environment
  - 9.8.3 Property
  - 9.8.4 Resources
  - 9.8.5 Transportation
  - 9.8.6 Culture

10.0 Economic Principles/Geographic Interrelationships

- 10.1 Definitions
- 10.2 Applications
  - 10.2.1 Scarcity: choice
  - 10.2.2 Specialization: interdependence
  - 10.2.3 Specialization/ Interdependence: consumer
  - 10.2.4 Choices: opportunity costs
- 10.3 Energy as a Resource
  - 10.3.1 Nuclear
  - 10.3.2 Solar
  - 10.3.3 Chemical energy
- 10.4 Scarcity of Energy
  - 10.4.1 Fossil fuels
  - 10.4.2 Opportunity cost
  - 10.4.3 Future Options
  - 10.4.4 Transition period
- 10.5 United States Case Study

11.0 United States/Canada

- 11.1 Physical Features
  - *11.1.1 Boundaries
  - *11.1.2 Locations: cities
  - *11.1.3 Topography
  - 11.1.4 Climate
  - *11.1.5 Lakes, waterways
- 11.2 Culture
  - 11.2.1 Components
  - *11.2.2 Standards of living
  - *11.2.3 Different
- 11.3 Government
- 11.4 Natural Resources
  - 11.4.1 Abundance
  - 11.4.2 Problems
- 11.5 Manufacturing
  - *11.5.1 Industrialization
  - 11.5.2 New England
  - 11.5.3 Southern states
  - 11.5.4 Midwestern states
  - 11.5.5 Western states
  - 11.5.6 Canada
- 11.6 Agriculture
  - 11.6.1 Major products
  - 11.6.2 Southern states
  - 11.6.3 Northeastern states
  - 11.6.4 Northern Central states

GEOGRAPHY 7, ADVANCED

- 11.6.5 Western states
- 11.6.6 Canada
- 11.7 Problems/Solutions
- 11.8 Trade
  - 11.8.1 Chief exports
  - 11.8.2 GNP
- 11.9 Spatial Relationships
  - 11.9.1 Northeastern states
  - 11.9.2 Southern states
  - 11.9.3 Chicago
  - 11.9.4 Western states
  - 11.9.5 Canada

12.0 Middle East

- 12.1 Location
- 12.2 Physical Features
- 12.3 Transportation
  - *12.3.1 Mediterranean
  - 12.3.2 Black Sea
  - *12.3.3 Suez Canal
- 12.4 Major Political Powers
  - 12.4.1 Identification
  - 12.4.2 Conflict
- 12.5 Oil
- 12.6 Access to Resources

13.0 Japan/China

- 13.1 Locations
- 13.2 Physical Features
- 13.3 Resources
  - 13.3.1 Comparison
  - 13.3.2 Utilization
  - 13.3.3 Scarcity: interdependence
- 13.4 Industry
  - 13.4.1 Technology
  - 13.4.2 Types
  - 13.4.3 Comparison/ Contrast

14.0 Latin America

- 14.1 Physical Features
  - 14.1.1 Place locations
  - 14.1.2 Topography
  - 14.1.3 Climate
  - 14.1.4 Resources
- 14.2 Culture
  - 14.2.1 Traditional ways
  - 14.2.2 Blend
- 14.3 Manufacturing
  - 14.3.1 Limiting factors
  - 14.3.2 Diversity
  - 14.3.3 Foreign investment
  - 14.3.4 Leaders
  - 14.3.5 Tourism
- 14.4 Agriculture
  - 14.4.1 Importance
  - 14.4.2 Mainly subsistance
- 14.5 Problems
- 14.6 Comparison/Contrast

PERFORMANCE OBJECTIVES
GEOGRAPHY 7, ADVANCED

Geography 7, Advanced correlates the physical features of the world with people and their environment. The emphasis is on spatial interaction, geographic skills, and cultural regions. Concepts from sociology, history, economics, and anthropology are integrated within the content. The newspaper is to be used to enforce skills and as a supplement in area studies. Successful completion of this course is based on teacher judgment and the requirement that students pass the Minimum Level Skills Test.

Performance Objectives

1.0 What Geography is About

*1.1 Students will demonstrate knowledge of geography by defining geography as the study of the earth and how people have adapted to its varying conditions.

1.2 Students will demonstrate knowledge of the scientific approach by:

*(1) identifying a factual statement;

(2) defining a hypothesis as an educated guess;

(3) defining a theory as a hypothesis offered to be tested or investigated; and

(4) defining a law as a proven statement.

1.3 Students will apply knowledge of historical analysis by:

(1) defining historical analysis as the collection, arrangement, and relation of facts within a chronological framework; and

(2) arranging a series of phenomena in chronological order.

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*Indicates Minimum Level Skills

1.4 Students will define spatial interaction as the study of space to place, as observed in the relationship between the factors of environment, climate, culture, and physical location.

*1.5 Students will demonstrate knowledge of areal differentiation by:

(1) defining physical geography as the study of the planet earth and its place in the universe;

(2) identifying cultural geography as the study of the way people live in different environments; and

(3) identifying economic geography as the study of how people make a living from the earth and its resources.

1.6 Students will demonstrate knowledge of the kinds of geographers by:

*(1) identifying a cartographer as a person who studies maps and map-making;

(2) selecting population and the causes and effects of population as the major concerns of a demographer;

(3) identifying an economic geographer as one who would study such things as trade between countries; and

(4) identifying an urban geographer as one concerned with kinds, location, and growth of cities.

2.0 Tools of the Geographer

2.1 Students will demonstrate knowledge of a globe by:

*(1) defining the globe as the only true representation of the earth;

*(2) identifying the globe as the most accurate tool of a geographer as far as shape, size, distances, and directions are concerned;

(3) locating and identifying on a globe the two polar regions, the equator, prime meridian, International Date Line, continents, oceans, and hemispheres.

2.2 Students will demonstrate comprehension of map projections by:

*(1) identifying a map projection as depicting a portion of the earth on a flat surface;

(2) explaining that map projections distort the size and shape of land and water bodies on the earth's surface; and

(3) contrasting a Mercator map with a Mollweide map.

2.3 Students will demonstrate proficiency in gathering data by:

*(1) listing specific facts when given a line, bar, circle, or pictograph;

*(2) interpreting specific facts when given a chart or table; and

(3) inferring geographical information from photographs and illustrations.

2.4 Students will comprehend the importance of the newspaper by:

(1) identifying the purpose of the newspaper as a medium that informs and influences;

(2) listing the parts of the newspaper;

(3) explaining how individual writers can influence content;

(4) describing the importance of the editorial page; and

*(5) inferring from a newspaper article the effects on the culture of a group of people when they alter their physical environment.

3.0 Map Study Skills

3.1 Students will demonstrate knowledge of kinds of maps by:

*(1) identifying a word phrase describing a political map as one that shows boundaries of countries and other political units;

*(2) describing a physical map as one that shows land and water forms, and elevation; and

(3) identifying the purpose of a map using the symbols in the map key.

3.2 Students will apply their knowledge of map reading by:

*(1) identifying from a group of compass roses the one that is labeled in the generally accepted manner as to primary and secondary directions;

*(2) using the legend to determine the meaning of at least two symbols on a map;

(3) computing the distance between two points in both metric measurement and the English system (miles);

*(4) identifying the equator as 0° of latitude and the prime meridian as 0° of longitude;

*(5) selecting the definition of latitude as a means of measuring distance north and south of the equator, and a definition of longitude as a means of measuring distance east and west of the prime meridian;

(6) using degrees (°), minutes ('), and seconds (") as units of measurement in stating latitude and longitude; and

(7) locating at least three specific places given the latitude and longitude coordinates.

4.0 Physical Features of the Earth

4.1 Students will demonstrate knowledge of the division of the earth into land and water areas by identifying a continent as the largest land mass and an ocean as the largest body of salt water, and by:

(1) naming the seven continents and four oceans; and

*(2) locating and identifying on a world map, four continents and two oceans.

4.2 Students will demonstrate knowledge of landforms by:

*(1) identifying a definition of island, peninsula, isthmus, and delta; and

(2) locating specific landforms on a physical map.

4.3 Students will demonstrate knowledge of topography by:

(1) defining topography as the study of physical features of an area;

*(2) identifying that sea level is the starting point for measuring elevation; and

*(3) defining mountains, hills, plains, and plateaus as examples of topographic relief.

4.4 Students will demonstrate knowledge of waterforms by:

*(1) identifying the definitions of three of the following waterforms, including ocean, sea, gulf, bay, lake, strait, river, or tributary; and

(2) locating oceans, seas, gulfs, bays, lakes, straits, rivers, and tributaries on a world map.

4.5 Students will demonstrate comprehension of movements of the earth by:

*(1) identifying that the rotation of the earth on its axis causes night and day;

(2) explaining the use of the international date line; and

(3) relating how the tilt of the earth in its revolution around the sun affects seasons.

5.0 Climate

*5.1 Students will demonstrate knowledge of climate by defining climate as the average condition of weather in a region over a period of years and weather as how air behaves at any given place at any given moment.

5.2 Students will explain how the curved surface of the earth causes the sun's rays to strike the earth at different angles, causing differences in climatic regions.

5.3 Students will demonstrate knowledge of the role of climate by:

(1) stating that climate limits the lives and activities of people, as well as plant and animal life; and

(2) predicting a problem people may encounter when they attempt to use technoloby to overcome limitations of climate.

*5.4 Students will identify the factors (latitude, altitude, winds, mountains, currents, and location on continents) which affect climate.

*5.5 When given a description of a specific climate region, students will infer whether it is a depiction of the low, middle, or high latitudes.

5.6 Students will define and locate the following specific climate regions: tropical, semiarid, desert, Mediterranean, humid subtropical, marine, continental, subarctic, tundra, polar, and highlands.

5.7 Students will list and locate on a world map the following climate vegetation regions: forests, grasslands, desert, tundra, and highlands.

6.0 Population

*6.1 Students will define population as the number of people in a specific region.

6.2 Students will compile a list of problems a demographer may encounter.

6.3 Students will explain population growth in terms of birth rate, death rate, rate of natural increase, and future doubling time.

*6.4 Students will demonstrate knowledge of population and distribution by:

(1) identifying population density; and

(2) identifying that the world-wide distribution of people is uneven.

6.5 Students will differentiate between a nation's rate of natural increase and its population growth rate.

6.6 Using a case study of India, students will identify two problems of continued population growth and generate possible solutions.

7.0 Culture

*7.1 Students will define culture as a people's way of life, which is learned, not inherited.

7.2 Students will identify cultural components as philosophy, values, customs, traditions, language, and institutions.

7.3 Students will define cultural diffusion as the spread of ideas from one culture to other cultures.

8.0 Europe: Northern, Western, and Southern

8.1 Students will demonstrate knowledge of the physical features of Europe by:

*(1) identifying the major water boundaries of Europe;

*(2) locating two of the following countries in Europe: Italy, Switzerland, France, West Germany, and Great Britain;

(3) identifying the major river systems, including the Rhine, Rhone, and Danube;

(4) identifying the Alps, Pyrenees Mountains, Balkans, Carpathians, and other major landforms of Europe;

*(5) selecting the factors (North Atlantic Drift, west winds, Alps) which influence the climates of Europe; and

(6) compiling a list of the major natural resources of Europe by region.

8.2 Students will evaluate culture in Europe by:

(1) comparing two common European cultural components of four European countries; and

(2) justifying the selection of two European artists, musicians, or writers, using their contributions to culture as the criteria.

8.3 Students will analyze manufacturing in regions of Europe by:

*(1) identifying the manufacturing of steel as the major manufacturing activity of Western Europe;

*(2) from a chart of the GNP's of Europe, selecting England, France, and Germany as the heaviest industrialized areas;

*(3) identifying two reasons the Ruhr Valley has become one of the largest industrial areas of Western Europe;

(4) analyzing the role of hydroelectricity in the industrial growth of Northern Europe;

(5) identifying machinery and transportation equipment as the major exports of Scandinavian countries;

(6) selecting ways in which limited supplies of fuel have restricted manufacturing in Mediterranean lands; and

(7) identifying northern Italy as the only heavily industrialized area in Mediterranean Europe.

8.4 Students will demonstrate comprehension of agriculture in regions of Europe by:

(1) listing the major agricultural activities of Europe;

*(2) identifying limitations Western Europe has overcome to produce some of the highest yields in the world (limited availability of land and limited use of farm machinery);

(3) describing the use of cooperatives in Northern Europe;

(4) identifying the main agricultural products of Northern Europe as dairy foods and livestock; and

(5) explaining why agricultural production in Mediterranean lands is limited.

8.5 Students will demonstrate comprehension of trade in European regions by:

(1) describing the purpose of the Common Market;

(2) identifying the chief sources of foreign income for at least four countries; and

(3) comparing the GNP of Mediterranean countries with those of other European nations.

8.6 Students will analyze spatial relationships of Western European regions by:

(1) explaining why the central European countries have become industrial areas (location, mineral resources, fuels, abundance of rivers, harbors, climate, land forms);

(2) explaining why the Mediterranean countries are chiefly agricultural (limited industry because of limited fuels, landforms, lack of good harbors); and

(3) explaining the development of industry in Scandinavia despite limited mineral resources.

9.0 Eastern Europe and the Soviet Union

9.1 Students will comprehend the physical features of Eastern Europe and the Soviet Union by:

*(1) identifying that the boundaries of the Soviet Union stretch across the two continents of Europe and Asia;

*(2) identifying two of the following as Eastern European nations: East Germany, Poland, Czechoslovakia, or Hungary;

(3) identifying the major land and water forms;

(4) identifying the major river systems, including the Don, Volga, and Yenisei;

(5) explaining why the climates are colder than those of Western Europe; and

*(6) identifying the Soviet Union as a region with a vast amount of untapped mineral resources.

9.2 Students will analyze the culture of the Soviet Union and Eastern Europe by:

*(1) identifying the diversity of cultural groups in the Soviet Union; and

(2) explaining why the diffusion of cultural ideas is not encouraged.

9.3 Students will identify communism in the Soviet Union today, as the type of government under which private ownership is limited and the means of production are controlled by the state.

9.4 Students will demonstrate knowledge of manufacturing in the Soviet Union by:

*(1) stating that industry and production are controlled by the government;

(2) giving examples of heavy and light industry; and

(3) identifying that heavy industry is emphasized rather than light industry.

9.5 Students will analyze agriculture in the Soviet Union and Eastern Europe by:

(1) listing the chief agricultural products;

(2) differentiating between state farms and collectives;

(3) identifying that some private ownership has been allowed by the government in order to increase production; and

*(4) selecting factors that make Eastern Europe and the eastern part of the Soviet Union the most heavily farmed areas.

9.6 Students will demonstrate knowledge of trade in the Soviet Union and Eastern Europe by:

(1) pointing out the reasons why Eastern European countries trade mostly with the Soviet Union; and

(2) explaining the purpose of COMECON.

9.7 Students will analyze spatial relationships in the Soviet Union and Eastern Europe by:

(1) explaining how the size and climate of the Soviet Union restrict its population distribution, location of major cities, and uses of land;

(2) explaining why the Soviet Union has been restricted in its industrial development (problems of access to natural resources, transportation problems, internal government policies); and

(3) explaining why Siberia is an underdeveloped area.

9.8 Students will examine the Soviet Union and Western Europe as a geo-cultural region by:

(1) comparing the climates of both regions and the way that they affect culture;

(2) explaining how environment has limited or contributed to the economic and social activities;

(3) analyzing the similarities and differences of attitudes toward property and ownership;

(4) analyzing the similarities and differences of the availability and use of natural resources;

(5) explaining and comparing the use of rivers and oceans of each region; and

(6) analyzing the role of geography on the cultural development of each region.

10.0 Economic Principles and Geographic Interrelationships

10.1 Students will demonstrate knowledge of economic principles by identifying the meaning of resources, scarcity, specialization, interdependence, opportunity cost, and self-sufficient.

10.2 Students will comprehend economic principles and geographic interrelationships by:

(1) discerning that scarcity necessitates the making of choices;

(2) identifying that specialization increases interdependence;

(3) identifying the way specialization and interdependence affect the consumer in given situations; and

(4) concluding that making choices involves opportunity costs.

10.3 Students will demonstrate knowledge of the forms of energy as resources by identifying:

(1) nuclear energy as that derived from fission of elements;

(2) solar energy as that produced by the sun and passed down to the earth; and

(3) chemical energy as that stored in the leaves of plants.

10.4 Students will evaluate the scarcity of energy by:

(1) explaining the dwindling supply of fossil fuels and the earth's dependency on them;

(2) identifying that limited supply and increased demand have led to shortages;

(3) selecting two energy options for the future and justifying their feasibility;

(4) describing two of the difficulties involved during the transition period from the present until the early part of the next century.

10.5 Students will identify two problems concerning energy resources and generate possible solutions, using a case study of the United States.

11.0 The United States and Canada

11.1 Students will demonstrate knowledge of the physical features of the regions of the United States and Canada by:

*(1) identifying the water boundaries of North America;

*(2) locating on a map of North America the following places, including New York, Washington, D.C., Los Angeles, Miami, Chicago, Denver, and Ottawa;

*(3) locating on a map the major landforms which make up North America, including the Rocky Mountains, Appalachian Highlands, and the Great Plains;

(4) identifying the United States and Canada as regions with a wide variety of climates; and

*(5) identifying the St. Lawrence Seaway, Mississippi River, and Great Lakes as major transportation routes.

11.2 Students will demonstrate knowledge of culture in the United States and Canada by:

(1) identifying four of the components that have spread into the United States and Canada from other cultures;

*(2) inferring from a national profile chart with urban population and literacy rates, that Canada and the United States have a high standard of living; and

*(3) identifying that the United States and Canada are composed of many different people with different cultures.

11.3 Students will identify the types of government in the United States and Canada.

11.4 Students will analyze resources in the United States and Canada by:

(1) analyzing how the abundance of natural resources helped the United States and Canada attain a position of power in world politics and trade; and

(2) determining two problems facing the United States and Canada concerning natural resources.

11.5 Students will demonstrate knowledge of manufacturing in the regions of the United States and Canada by:

*(1) identifying factors which have helped the United States and Canada become large industrial areas;

(2) identifying production of steel, metal products, and a wide range of consumer goods as a major activity of the Northeastern United States;

(3) listing the major manufacturing activities of the Southern United States;

(4) identifying the North Central United States or Midwest as the leading industrial region of the United States;

(5) identifying that manufacturing in the Western states is centered in California, Oregon, and Washington; and

(6) identifying that paper products, iron and steel, food products, transportation and communication equipment are major manufacturing products of Canada.

11.6 Students will demonstrate comprehension of agriculture in regions of the United States and Canada by:

(1) identifying the United States as the world's leading producer of corn, wheat, and soybeans;

(2) identifying cotton, tobacco, rice, and citrus fruits as the chief crops of the Southern states;

(3) explaining that the New England states are limited in their agricultural production by land and climate;

(4) identifying that the corn, wheat, and dairy belts run mainly through the Northern Central States;

(5) identifying that there is a wide variety of agricultural products in the Western states; and

(6) identifying wheat production and dairy farming as major agricultural activities of Canada.

11.7 Students will choose two problems facing the American farmer today and generate possible solutions for these problems.

11.8 Students will interpret from a chart, information about trade in the United States and Canada by:

(1) identifying the chief exports of the United States and Canada;

(2) comparing the GNP of Canada and the United States.

11.9 Students will analyze the spatial relationships of the United States and Canada by:

(1) explaining why the Northeastern United States became a major industrial area;

(2) describing how the location of minerals and other resources has influenced distribution of industry in the South;

(3) explaining why Chicago in the North Central United States has become the nation's busiest inland port;

(4) discovering the relationship of major cities in the Western States to Japan and other Asian countries; and

(5) describing the economic interdependence of the United States and Canada.

12.0 Middle East

12.1 Students will locate the countries of the Middle East on a political map and explain how the location of the Middle East encouraged trade and the spread of ideas.

12.2 Students will identify the major oceans, seas, and landforms of the Middle East.

12.3 Students will demonstrate comprehension of the role of transportation in the political development of the Middle East by:

*(1) identifying the importance of the Mediterranean Sea to world trade and defense;

(2) explaining the significance of the Black Sea to the Soviet Union; and

*(3) selecting the factors which make the Suez Canal strategic to world trade and defense.

12.4 Students will demonstrate comprehension of the political make-up of the Middle East by:

(1) identifying the major political powers of the Middle East; and

(2) describing a conflict (Israel-Arab states, Soviet Union-Afghanistan) which contributes to political instability in the Middle East.

12.5 Students will evaluate the impact of oil in determining the world significance of the Middle East.

12.6 Students will conclude that access to resources is the main political and economic motive for global relations with the Middle East.

13.0 Japan/China

13.1 Students will locate Japan and China on a map of Asia.

13.2 Students will identify and locate the major rivers, oceans, and landforms of Japan and China.

13.3 Students will evaluate the importance of resources by:

(1) comparing the major resources of China and Japan;

(2) contrasting Japan and China's utilization of resources; and

(3) relating scarcity to interdependence, using Japan as an example.

13.4 Students will demonstrate comprehension of industry in Japan and China by:

(1) contrasting the use of technology in China and Japan;

(2) identifying the types of industry; and

(3) determining reasons for development of industry in Japan as contrasted with China.

14.0 Latin America

14.1 Students will demonstrate comprehension of physical features by:

(1) locating on a map: Mexico, Venezuela, Central America, West Indies, Brazil, Argentina, Colombia, and Puerto Rico;

(2) identifying and locating on a map, the major landforms and waterforms;

(3) identifying Latin America as an area with a wide variety of climates; and

(4) explaining that resources are unevenly distributed and mostly undeveloped.

14.2 Students will demonstrate comprehension of culture by:

(1) explaining that Latin American culture is a varying blend of Indian, European, and African influences; and

(2) identifying the cultural factors that contribute to the continuation of traditional ways.

14.3 Students will evaluate the importance of manufacturing in Latin America by:

(1) identifying a lack of good transportation, fuels, and trained workers as limiting factors to industrial development in many areas;

(2) comparing diversity of industry in the four major areas;

(3) identifying private and foreign investments as the cause of industrial growth in South America;

(4) developing hypotheses to explain why such countries as Mexico, Puerto Rico, Colombia, and Brazil have become industrial leaders; and

(5) identifying tourism as the prime source of income to the West Indian countries.

14.4 Students will evaluate the importance of agriculture by:

(1) identifying subsistence farming as the major type of agricultural activity; and

(2) evaluating the importance of agriculture to the economy.

14.5 Students will identify the major problems presently facing Latin America.

14.6 Students will compare and contrast the economies of the Central American Mainland with those of South America.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
1.0	What Geography is About	1 week		Herbert H. Gross, World Geography (Chicago: Follett Publishing Co., 1980) pp. 51-52, 274.	John Jay Bonstingl, Introduction to the Social Science (Boston: Allyn and Bacon, Inc., 1980) pp. 273-74. ISIS Resource Units (Lexington, Mass., 1977) Unit 15. Rhoads Murphey, An Introduction to Geography (Chicago: Rand McNally and Company, 1961) pp. 4-8, 11-15. Educational Challenges, Inc., World Geography (New York: American Book Company, 1979) pp. xv, 23, 129.
2.0	Tools of the Geographer	2 weeks		Gross, pp. 42-50, 54-63.	Finding Our Way, "Tools We Need," and "Using the Globe" (Duval County School Board, ITV Department, videotapes). Florida Times - Union (Florida Publishing Company). Globe; Examples of wall and desk map projections. Educational Challenges, Inc., pp. xx-xxi.

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KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
3.0	Map Study	2 weeks		Gross, pp. 44-45, 51-53.	Patricia Taylor, Newspaper in the Classroom (Evansville: Evansville - Vanderburgh School Corporation, 1973) pp. 35-37. Melvin Schwartz and John R. O'Connor, The New Exploring A Changing World (New York: Globe Book Company, Inc., 1980) pp. 12-15. Finding Our Way, "Global Concepts," "East-West Lines," "North-South Lines," "Reading Maps," and "Language of Symbols." Kenneth Job, Lois Wolf, Skills for Understanding Maps and Globes (Chicago: Follett Publishing Company, Inc., 1976). Schwartz, pp. 12-15. Wall Maps (physical, political, special purpose).
4.0	Physical Features of the Earth	2 weeks		Gross, pp. 65-71, 97-103, 132, 141.	Exploring the Earth Around Us, Film strip kit (Washington, D. C.: National Geographic Society, 1977).

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
					Finding Our Way, "The Meaning of Relief."
					Educational Challenges, Inc., pp. 2-9.
					Schwartz, pp. 17, 38-40
5.0	Climate	1 week		Gross, pp. 187-211.	Educational Challenges, Inc., pp. 28-55.
6.0	Population	1 week		Gross, pp. 263-84, 340-46	
7.0	Culture	1 week		Gross, p. 285.	Bostingl, pp. 215, 218-20.
					Educational Challenges, Inc., p. 135.
					Schwartz, pp 2-7.
8.0	Europe: Northern/ Western/ Southern	4 weeks		Gross, pp. 286-316.	Educationsl Challenges, Inc., pp. 274-98, 304-11.
					Schwartz, pp. 224-84.
9.0	Eastern Europe/ Soviet Union	4 weeks		Gross, pp. 319-27.	Educational Challenges, Inc., pp. 298-303, 312-35.
					Schwartz, pp. 290-342.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
10.0	Economic Principles and Geographic Interrelationships	4 weeks		Geography Unit in Consumer Education (Florida: Department of Education, 1978) Gross, pp. 241-61.	The Soviet Union, Film Strip Kit (Chicago: Encyclopedia Britannica Educational Corporation, 1971). This World of Energy, Film Strip Kit (Washington, C.D.: National Geographic Society, 1974).
11.0	United States/ Canada	4 weeks		Gross, pp. 479-523.	Educational Challenges, Inc., pp. 206-37. Life in Rural America, Film Strip Kit (Washington, D.C.: National Geographic Society, 1973). Schwartz, pp. 76-151.
12.0	Middle East/ Geography-Political Region	3 weeks		Gross, pp. 392-413.	Educational Challenges, Inc., pp. 408-437. Schwartz, pp. 346-96. The Global Energy Game, Film (Chicago, Illinois: Coronet).

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KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
13.0	Japan/China	2 weeks		Gross, pp. 328-69.	
14.0	Latin America	2 weeks		Gross, pp. 444-77.	

INTRODUCTION
MAN AND SOCIETY

State Accreditator Number. . 0442
Course Code Number 2010
F.T.E. Category. 1.00
Instructional Level. . . . . Standard

Report Card Abbreviation . . Man and Soc
Length of Course . . . . . Semester
Credit 1/2
Grade Level. 8

Prerequisites

None

Textbook(s)

Brandwein, Paul F., et al. Sources of Identity (New York: Harcourt, Brace, Jovanovich, 1972).

Notes to Teachers

Students will master the concepts and skills developed for Man and Society as presented in the Performance Objectives and summarized in the Course Outline.

COURSE OUTLINE

MAN AND SOCIETY

1.0 Introduction

- 1.1 Course Description
- 1.2 Definitions: Psychology Sociology, Anthropology, Economics, and Political Science

2.0 Psychology

- 2.1 Basic Needs
  - 2.1.1 Actions to satisfy primary needs
  - 2.1.2 Actions to satisfy secondary needs
  - 2.1.3 Reasons for satisfying needs
- 2.2 Primary/Secondary Needs
  - 2.2.1 Comparison/Contrast
  - 2.2.2 Effect on behavior
- 2.3 Individual Behavior
  - 2.3.1 Motivation/Drive
  - 2.3.2 Stimulus/Response
- 2.4 Norms of Behavior
  - 2.4.1 Definition
  - 2.4.2 Adaption
  - 2.4.3 Values
- 2.5 Conflict/Learning
  - 2.5.1 Problem solving
  - 2.5.2 Concrete/Abstract

3.0 Sociology

- 3.1 Social Systems
  - 3.1.1 Definition
  - 3.1.2 Comparative size
- 3.2 Family
  - 3.2.1 Functions
  - 3.2.2 Nuclear/Extended
- 3.3 Peer Group
- 3.4 Socialization
  - 3.4.1 Sanctions: negative, positive
  - 3.4.2 Importance of sanctions
  - 3.4.3 Norms of behavior
  - 3.4.4 Conformity/ Nonconfirmity
- 3.5 Social Changes
  - 3.5.1 Status: ascribed, achieved
  - 3.5.2 Social mobility
  - 3.5.3 Changes in family
  - 3.5.4 Invention
  - 3.5.5 Education/Work patterns
  - 3.5.6 Sex role changes
  - 3.5.7 Planned experiments: Russia, Israel

4.0 Anthropology

- 4.1 Culture
  - 4.1.1 Definition
  - 4.1.2 Common components
  - 4.1.3 Main ethnic group
  - 4.1.4 Values
  - 4.1.5 Change
- 4.2 Culture Memberships
- 4.3 Systems of Belief
  - 4.3.1 Myths
  - 4.3.2 Destiny

5.0 Economics

- 5.1 Production: Goods/Services
  - 5.1.1 Requirements
  - 5.1.2 Raw materials
  - 5.1.3 Human resources
  - 5.1.4 Capital
  - 5.1.5 Capital goods/ Consumer goods
- 5.2 Economic Systems
  - 5.2.1 Definition
  - 5.2.2 Market/Command
  - 5.2.3 Profit/Competition
  - 5.2.4 Producers/Consumers
  - 5.2.5 Supply/Demand
  - 5.2.6 Scarcity/Surplus

PERFORMANCE OBJECTIVES
MAN AND SOCIETY

Man and Society is an interdisciplinary approach to the study of individual behavior, group behavior, and culture. Basic concepts from psychology, sociology, anthropology, political science, and economics are utilized. Successful completion of this course is based on teacher judgment.

Performance Objectives

1.0 Introduction

1.1 Students will describe the course as an interdisciplinary approach to the study of individual behavior, group behavior, and culture.

1.2 Given a list of names and a list of definitions of five of the social sciences, students will match each pair.

2.0 Psychology

2.1 Students will demonstrate knowledge of basic needs by:

(1) identifying actions which satisfy primary needs;

(2) identifying actions which satisfy secondary needs; and

(3) selecting behavior changes caused by failure to satisfy primary and secondary needs.

2.2 Students will demonstrate knowledge of primary and secondary needs by:

(1) comparing and contrasting primary and secondary needs; and

(2) describing behavior changes caused by failure to satisfy primary and secondary needs.

2.3 Students will classify given behaviors as (1) resulting from motivation versus drive or (2) from stimulus-response.

2.4 Students will demonstrate comprehension of norms of behavior by:

(1) defining norms of behavior;

(2) explaining the need for adapting to norms of behavior; and

(3) discussing the importance of values in norms of behavior.

2.5 Students will demonstrate comprehension of conflict and learning by:

(1) identifying the best method of problem solving; and

(2) distinguishing between examples of concrete versus abstract reasoning.

3.0 Sociology

3.1 Students will demonstrate knowledge of social systems by:

(1) identifying a definition of the term social system; and

(2) identifying the largest social system of the given social systems.

3.2 Students will demonstrate knowledge of the family by:

(1) stating that the function of the family is to help children meet their basic needs; and

(2) defining a nuclear and extended family.

3.3 Students will select from a list of people the members of their peer group.

3.4 Students will demonstrate comprehension of the socialization process by:

(1) selecting examples of positive and negative sanctions from a list of word phases;

(2) explain the importance of sanctions in socialization;

(3) defining norms of behavior as they apply to socialization; and

(4) distinguishing between conformity and nonconformity.

3.5 Students will demonstrate comprehension of social change by:

(1) distinguishing between ascribed and achieved status;

(2) explaining social mobility;

(3) describing and giving reasons for changes in the family unit;

(4) explaining the effect inventions have on societies;

(5) describing tne changes in education and work patterns in our society;

(6) describing the ever changing sex roles in our society; and

(7) comparing the planned living experiments in Russia and Israel.

4.0 Anthropology

4.1 Students will demonstrate knowledge of culture by:

(1) identifying the definition of culture;

(2) identifying its common components;

(3) identifying the main ethnic group in our culture;

(4) explaining the importance of cultural values; and

(5) identifying causes of cultural change.

4.2 Students will identify cultural memberships (common culture, subcultures, and minority groups).

4.3 Students will identify the reasons cultures develop systems of belief as (1) the need to explain the things they don't understand as myths and (2) a way to control their destiny.

5.0 Economics

5.1 Students will demonstrate comprehension of the production of goods and services by:

(1) identifying the requirements for the production of goods and services;

(2) defining raw materials;

(3) defining human resources;

(4) defining capital; and

(5) distinguishing between capital goods and consumer goods.

5.2 Students will demonstrate comprehension of economic systems by:

(1) defining the term 'economic system';

(2) distinguishing between market economy and command economy;

(3) explaining the roles of profit and competition in market economics;

(4) identifying from a list of occupations those that are producers and those that are consumers;

(5) explaining the terms supply and demand; and

(6) describing the conditions of scarcity and surplus and their effect on consumers.

5.3 Students will demonstrate comprehension of the Industrial Revolution by:

(1) matching the word technology with its definition;

(2) discussing the importance of James Watt's invention of the steam engine;

(3) describing the major change caused by the Industrial Revolution as a shift in society from rural to urban; and

(4) discussing the advantages and disadvantages of the technology of the Industrial Revolution.

5.4 Students will demonstrate comprehension of Eli Whitney's system of interchangeable parts by:

(1) describing the relationship to the assembly line process; and

(2) describing the relationship to mass production.

5.5 Students will demonstrate knowledge of the common characteristics of economic systems by:

(1) describing an underdeveloped economic system;

(2) describing a developing economic system, and

(3) describing a developed economic system.

5.6 Students will demonstrate comprehension of economic interdependence by:

(1) identifying a definition of the term economic interdependence; and

(2) describing to what degree it is found in people and complex societies.

5.7 Students will demonstrate comprehension of the concept economic development by:

(1) discussing the importance of individual and corporate savings;

(2) describing economic development in relation to population and per capita income; and

(3) explaining the ways to measure economic growth, including the Gross National Product (GNP).

6.0 Political Science

6.1 Students will demonstrate knowledge of political systems by:

(1) identifying a definition of the term 'political system';

(3) identifying a definition of the term 'direct democracy'; and

(3) identifying a definition of the term 'representative democracy'.

6.2 Students will identify types of authority to govern as being based on a constitution or divine right.

6.3 Students will demonstrate comprehension of the structure of the United States government by:

(1) defining the Constitution as the supreme law of the land;

(2) describing the duties and powers of the legislative branch of government;

(3) describing the duties and powers of the executive branch of government;

(4) describing the duties and powers of the judicial branch of government; and

(5) explaining the system of checks and balances.

6.4 Students will justify the need for social controls based on custom and law.

6.5 Students will demonstrate knowledge of political behavior by:

(1) identifying voting as an important part of political behavior; and

(2) identifying compromise as a necessary way of getting things done.

6.6 Students will demonstrate comprehension of political philosophy by:

(1) describing the political philosophies of John Locke and their importance in the formation of our government; and

(2) describing the philosophy of Henry David Thoreau and the influence of his idea of civil disobedience in the world.

6.7 Students will demonstrate comprehension of the English influence on the United States by:

(1) describing the Magna Carta and explaining its importance;

(2) comparing the English Bill of Rights to the American Bill of Rights; and

(3) comparing Parliament to Congress.

6.8 Students will discuss the content and importance of the Fourteenth, Fifteenth, Eighteenth, and Twenty-first Amendments to the United States Constitution.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
1.1	Social Sciences	1 day		County Curriculum Guide Brandwein, Paul F. et al: Sources of Identity (New York: Harcourt, Brace, Jovanovich, Inc., 1972), p. 4 of each unit.	
2.1	Basic	5 days		Brandwein, "Man as Individual", pp. 16-22.	
2.2	Needs				
2.3	Motivation	3 days		p. 26, p. 31.	
2.4	Values, Norms of Behavior	3 days		p. 46 (also p. 9 "Man as Group Member").	"Conflict in American Values: Individual vs. Conformity" (film) BFA 1974, 14 3/4 min c
2.5	Problem Solving	5 days		pp. 50-57.	

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KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
3.1	Social Systems	1 day		Brandwein, "Man as Group Member", p. 6.	
3.2	Families	2 days		pp. 6-7.	"They" (film), CEF, 1972 16" C
3.3	Peer Groups	1 day		p. 30, pp. 46-47.	
3.4	Socialization	4 days		pp. 44-45, 64-71.	
3.5	Social Changes	6 days		pp. 8-9, 2-14, 44-49, and 61-62.	"Minorities: What's a Minority" (film) Coronet, 1972, 13 min c
4.2	Culture Memberships	4 days		pp. 56-62 and 66-70.	
4.3	Systems of Belief	3 days		pp. 32-41.	
5.1	Production	3 days		Brandwein, "Man as Producer", pp. 6-8.	"Consumer Skills: Buying on Credit", "Consumer Skills: Buying Services", Coronet, 1971 1 3/2" c

MS 11

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
5.2	Economic	7 days		p. 8, pp. 10-11.	"Money: How it Functions" "Money: How its Value Changes" Coronet, 1971, 13 1/2 min c
5.3	Industrial Revolution	6 days		pp. 16-23.	
5.4	Eli Whitney	1 day		p. 20.	"Inventions in America's Growth", Parts I & II, Coronet, 1956, 11 min B/W.
5.5	Stages of Economic Development	2 days		pp. 11-12	
5.6	Interdepen-dence	1 day		p. 67.	
5.7	Economic Development	3 days		pp. 26, 28, 30, 31, & 32.	"Consumer Skills: Savings and Investment", Coronet, 1971, 13 1/2" c

MS 12